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ABSTRACT

Intended as a resource for kindergarten teachers, administrators, parents, and those who develop curriculum, this handbook is designed to assist local school districts in planning and administering kindergarten programs. Consisting of three distinct sections, each with its separate cover, the handbook provides: (1) a guide to curriculum development; (2) a list of skills teachers would expect children to master before, during, and after kindergarten; and (3) guidelines for activities for kindergarten children. The section on curriculum is designed to provide information enabling school districts to develop their own individual program. Contents focus on characteristics of kindergarten children, the learning environment, early childhood screening, evaluation, program goals, and working with special needs students. The section listing skills is organized around the concepts of self, sound, tactility, size, numbers, form, space, and color; and the behavioral domains of language and speech, gross and fine motor development, feeding, dressing, personal hygiene, safety, and social and emotional development. The section describing kindergarten activities ranges in alphabetical order across the domains of art, cooking, music, poems/fingerplays, seasonal activities, special events, cognition, movement, and language and sensory experiences. The 133 activities described were provided by educators from across the state of South Dakota. (RH)

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Kindergarten Today

A Guide to Curriculum Development

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INTRODUCTION

This handbook is intended to be a resource for kindergarten teachers, administrators, parents, and those who develop curriculum. It is designed to assist local school districts in planning and administering kindergarten programs.

The curriculum section of the handbook is designed to provide information that will enable each district to develop their own individual program. Using the information provided, kindergarten programs can be developed which will meet the needs, goals and objectives of their district. Subjects presented in the book include: characteristics of kindergarten-aged children, the learning environment, early childhood screening, evaluation, program goals, and working with the special needs student.

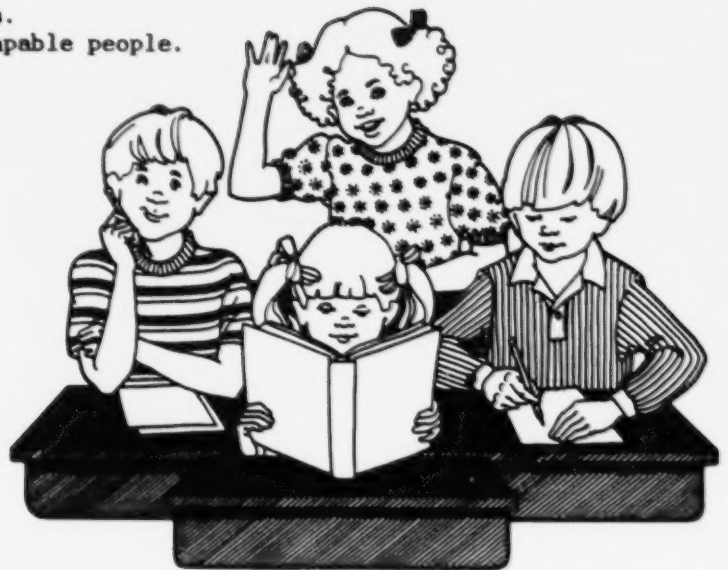
The section on children with special needs will provide the teacher with information for recognizing these students, suggestions for teachers, observation and referral. It is intended to assist the regular education teacher in working with special needs students.

The kindergarten skills list has been included in this handbook. Pre-kindergarten, kindergarten, and post-kindergarten skills are listed.

Activities that can be incorporated into the kindergarten program are found in the last section.

Young children need to:

- Use their changing bodies.
- Explore the world around them.
- Grow in language.
- Learn to work with others.
- Think of themselves as capable people.



Children learn by:

- Testing and exercising their bodies.
- Handling, tasting, smelling, observing.
- Hearing language related to their own experiences.
- Acting things out.
- Sharing materials and people.
- Being accepted.
- Solving problems themselves.

Characteristics of Kindergarten Children

Since each child has his or her own built-in rate of development, there is a large range in the developmental ages of a group of children who are chronologically five years old. A child can function at several different developmental levels. Developmental age is a better determinant of school readiness than chronological age, since it indicates the child's level of functioning. Although chronological age is the basis for admitting children into kindergarten, it is possible that within a single classroom the children can range in developmental age from three to eight years over the span of a kindergarten year.

A range of two years in the developmental ages of a group of five-year-olds is considered normal. On an average, boys at five years of age are six months less mature than girls at five years of age.

The developmental characteristics listed in this handbook include: socio-emotional, physical and intellectual. Children learn best when these aspects of development and environment are observed.

Socio-Emotional Characteristics

1. Has a growing desire for approval and wants to sense accomplishment.
2. Is social and seeks companionship of other children, but is self-centered at times; more cooperative play; chooses own friends.
3. Has a strong emotional life with home and family.
4. Wants to be first.
5. Begins to develop creativity.
6. Learns from observing and imitating others.
7. Develops self-help skills and should be able to clean up after self.
8. Begins to solve own problems and needs opportunities to do things for self.
9. Begins to conform to adult ideas and asks adults for help when needed.
10. Likes to perform errands for adults.
11. Needs reminders from adults--washing self, manners, picking up after self.
12. Finds new situations difficult or frightening.
13. Developing respect for others.
14. Developing self-concept; positive reinforcement needed to build and strengthen self-concept.

Physical Characteristics

1. Large motor skills are more developed than fine motor skills.
2. Attention span developing, able to sit still longer.
3. Hand-eye coordination developing.
4. Smaller stomach and physically very active, may need to eat frequently.
5. Ability to run, skip, hop, turn somersaults.
6. Large muscles require physical activity and strengthening.
7. Eyes not fully developed, not ready for fine discrimination.
8. Shapes can be drawn and traced.
9. Immature body systems, need to go to the bathroom fairly often.
10. Hand preference developed.
11. Sense of touch still very important--aware of textures; much learning takes place by touching.
12. Interested in coloring, cutting, pasting, drawing and building with blocks.
13. Ability to print first name.
14. Beginning to lose teeth.



Intellectual Characteristics

1. Has short attention span--gradual increase in attention, but easily disturbed.
2. Learns by doing, playing and imitating.
3. Asks meanings of words.
4. Is creative, inquisitive, imaginative, and loves to act stories out.
5. Finds present very important, interested in yesterday and tomorrow.
6. Uses more complex sentences.
7. Developing memory.
8. Interested in clock and time.
9. Learning to listen, curious and eager to learn.
10. Speaks correctly with exceptions to a few sounds (s/r/th/l).
11. Expresses self well in speech.
12. Interested in relating own experiences and telling stories.
13. Can explain the same and different in simple objects.
14. Recognizes numbers and some letters.
15. Curious and eager to learn, asks many questions.
16. Major life events very important--birth, death, marriage, divorce.
17. Developing discrimination between fantasy and reality.

The Learning Environment

Each classroom environment is different. Classroom equipment and facilities should be based on the instructional program. Individual characteristics and needs of the students help determine an appropriate classroom environment.

No one single room arrangement is superior. The room arrangement should allow for flexibility and easy movement of furniture. This will enable the students to move freely for work in large or small groups or individually with the teacher. Room arrangement decisions should be related to the facilities and space available.

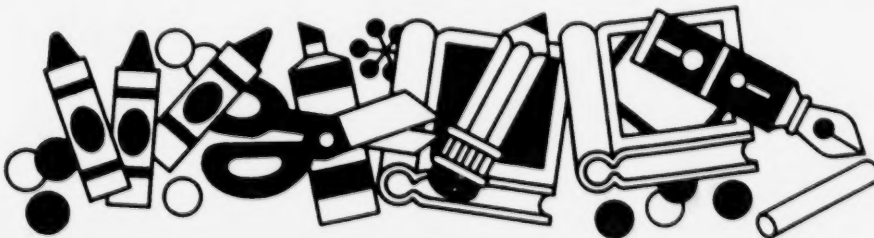
The arrangement of furniture and equipment should:

1. Permit visibility of all activities from any point in the classroom,
2. Provide areas where children may work or relax undisturbed,
3. Encourage effective interpersonal relationships,
4. Relate to the developmental needs of students,
5. Relate to the interests of the kindergarten-aged child,
6. Contain a variety of centers, and
7. Provide for the safety of individuals and groups.

Indoor Physical Environment

The indoor learning environment should include the following:

1. 35-60 sq. ft. of open space per child.
2. Windows low enough for children to see outside.
3. Chalkboard 8-12 ft. long, approximately 24 inches from the floor. For variety, the white metal boards allow a variety of colored markers to be used.
4. Display areas for children's work. This should be low enough to allow students the opportunity to display their own work at eye level.
5. A clock with large face and numbers.
6. Mailboxes (cubbyholes) for each child.
7. Storage area for coats and extra clothing with hooks and shelves. This should be close to the building and classroom entrance.
8. Furniture that is child-sized, sturdy, and attractive yet easily moved.
9. Carpeting covering an area in the room if the remainder of the floor is tile.
10. Sink units, restrooms, and play area easily accessible to the classroom.



Outdoor Physical Environment

The outdoor learning environment should include:

1. A play area well protected from traffic, preferably fenced.
2. A black-topped area for push and riding toys.
3. Large open area for running and organized games.
4. Enclosed sand area.
5. Digging and planting area.
6. Structures for climbing—jungle gym, large tires, rope ladders, etc.
7. Swings, merry-go-rounds, teeter-totter, slides.

Adult playground supervision is essential. Playground areas and equipment should be inspected periodically for safety; maintenance should be provided.

Considerations for equipment selection (indoor and outdoor)

Does it provide for:

- * Safety and physical well-being?
- * Stimulation of large muscle activity?
- * Cooperative play?
- * Expression of ideas and feelings?
- * Quiet and noisy activity?
- * Development of independence, self-reliance, and initiative?
- * Experimentation and creativity?
- * Language development?



The Teacher

The classroom teacher is the most important part of the learning environment. The teacher has the important task of bridging the gap from home to school. The kindergarten teacher should have an understanding of child growth and development, respect for and trust in children, an interest in developing the abilities of all students in the classroom, and appropriate training and educational philosophies. The kindergarten teacher is the key to a successful kindergarten program. The kindergarten teacher's responsibilities should be:

- Setting goals and objectives.
- Implementing the program based on needs of the children and the goals of the program.
- Implementing and/or initiating change and innovation.
- Managing time, space, materials and children.
- Providing educational situations that allow for challenge and decision making in all areas of development.
- Understanding the characteristics of the kindergarten child and planning a program accordingly.
- Making professional decisions.
- Recognizing parental influence on the child's education.

Working With Parents

Cooperation between parents and school personnel is important. Interaction between parents and the educational staff can help parents learn how they can best support and influence the kindergarten program. Parents can then contribute more fully to their child's total development.

Reporting to parents about their child is a vital part of the parent-teacher relationship. The student's progression in school is important to the parents. When a conference is well-planned and information about the child is shared, the results benefit the child, parents, and teacher.

Effective communication with parents can occur by parent-teacher conferences, telephone calls, room newsletters, meetings, home contacts, and school visits.

Childhood Screening

Early childhood developmental screening is a brief assessment procedure designed to identify children who should proceed to a more intensive level of diagnostic assessment. Screening serves as the first step in an evaluation and intervention process that is intended to help children achieve their maximum potential.

Developmental screening instruments differ in scope and purpose from readiness tests, I.Q. tests, or general developmental evaluations. Through surveying a child's abilities in language, reasoning, gross and fine motor, and personal-social development, screening tests are used to determine whether a child should undergo further assessment and evaluation.

After screening, children who may have learning problems should receive diagnostic assessment and, if indicated, specific intervention or remediation.

Why Screen?

Early childhood screening is performed to identify children who may profit from early educational intervention or from special services before kindergarten or first grade. Developmental screening also helps meet the federal obligation to find, identify, and serve handicapped children.

Screening helps children who need special services to gain access to them at a very early age and to prevent the occurrence of more severe problems. Screening serves as a means of uncovering chronic conditions, such as vision and hearing problems, so intervention can be started while the probability of remediation is still high.

Early intervention can significantly alter the developmental potential and abilities of many children who are at risk during their early years of life. Screening contributes to the eventual reduction in the number of children who experience school failure and who need special services in later years.

Types of Testing Instruments

A. Developmental Screening

1. Focuses on a wide range of areas of child development (speech, language, cognition, perception, affect, and gross and fine motor).
2. Includes parent reports and examiner's observations to provide some information about the child's emotional development.

B. Diagnostic Assessment

1. Identifies child's specific areas of strength and weakness.
2. Suggests the cause of the problem or deficiency.
3. Makes general recommendations about suitable remediation strategies.

C. Readiness Testing

1. Focuses on skill acquisition.
2. Used for class placement and curriculum planning.

Readiness tests may only indicate a lack of general knowledge or experience, rather than a possible impairment that could limit the ability to acquire knowledge.

Decisions To Be Made When Selecting A Screening Instrument

Several issues should be considered and specific decisions will need to be made when selecting a screening instrument. The following questions should be discussed during the selection process.

1. Who will administer the instrument?
2. Will the instrument be administered to individual children? (It should be administered to the individual child.)
3. Is the instrument reliable and valid?
4. How long will the screening take? (It should take 15-20 minutes/child.)
5. How old are the children to be screened? (The test should fit the age to be tested.)
6. Is the screening experience pleasant for the children?
7. Is there a parent questionnaire?
8. Is it difficult to learn to administer the instrument? (It should be easy to learn, as several individuals may be needed to administer the test.)
9. Is the instrument expensive or use costly apparatus? (It should be efficient and inexpensive.)

Selecting A Screening Instrument

The goals of screening can only be achieved when screening tests are valid. Screening tests should only be used if they meet acceptable criteria of standardization, reliability and validity. If these criteria are not satisfied, the recommendations made on the basis of the test should be treated with extreme caution.

Reliability is an indicator of how consistently or how often identical results can be obtained with the same screening instrument. It is a measure of confidence that can be placed in a test when it is used by different examiners with different children.

Validity is an indicator of the accuracy of a test and of the inferences that can be drawn from it. The stronger the validity of the test, the more believable are its results. Screening tests with unknown or limited validity data should not be used.

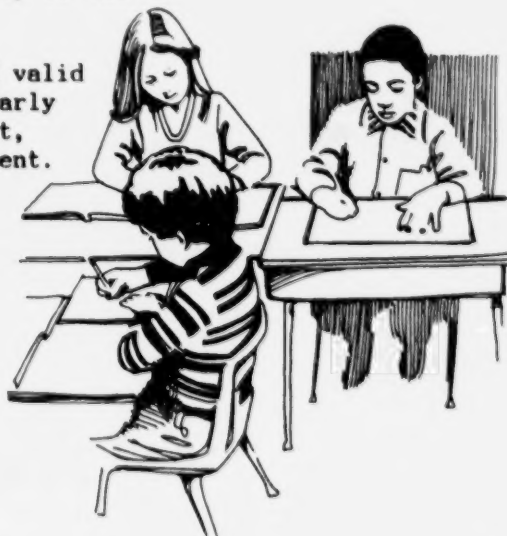
Some districts prefer to develop their own screening instruments. If this is the case, care should be taken to assure that the tests are reliable and valid. Most tests developed locally are not.

Which Screening Tests Are Reliable and Valid?

Four general criteria must be met for a screening instrument to be reliable and valid.

1. Includes a brief procedure designed to identify any condition that could affect a child's overall potential for school success.
2. Samples the domain of developmental tasks rather than academic accomplishments.
3. Focuses on performance of development in speech, language, cognition, perception, gross and fine motor.
4. Refers to classification data concerning normative development and validity and reliability of the instrument.

Four screening tests that are reliable and valid are: The Denver Developmental Screening Test, Early Screening Inventory, The McCarthy Screening Test, and The Minneapolis Preschool Screening Instrument.



Evaluating the Child

Schools should continually evaluate the kindergarten program to help the child. Evaluation enables the teacher to discover the needs of each child and plan their learning experiences. Evaluation is a part of the learning process and should involve the teacher, parent, and child. It should be continuous, measuring progress toward broad goals, and attaining learning objectives. Each teacher's method for determining the development of each child will vary. Evaluation should include the following:

- A personal talk with the child--a one-to-one exchange between the child and the evaluator.
- An observation of the child during activities.
- Samples of the child's efforts.
- Records of significant events.

Information that is gathered from evaluation should be used in planning learning activities for the children. The more the teacher knows about each child, the better the teacher can match activities and goals to a particular child. Evaluation also serves as a basis for parent/teacher conferences.

Retention in Kindergarten

For retention to benefit the child, it should take place during the earliest years of school. Teachers, administrators, parents and support staff should be involved in the decision making process when retention is being considered. Parents should be informed early in the year of the potential difficulties that may result in retention.

Children who are overplaced find themselves in a situation beyond their own level of maturity. They are faced with pressures which may inhibit their social growth, physical well being, emotional stability or academic learning. Overplacement may result in a frustrated child.

Overplacement Signs and Signals

1. Cries easily or frequently.
2. Tires quickly.
3. Shows strong interest in playing with toys during classtime.
4. Complains of frequent stomach aches.
5. Needs constant reassurance.
6. Is withdrawn or shy.
7. Lies or stretches truth.
8. Exhibits undesirable playground behavior.
9. Seems restless and needs body movement.
10. Reversals-Inversions of numbers and/or letters
11. Displays lack of self-control.
12. Unable to cope with success or failure.

After a very careful and thorough study of the child, two types of grade assignment may be considered.

Conditional Promotion - When there are professional questions about whether a child should be promoted, the child may be promoted conditionally. Progress should be assessed before the first grading period. Final placement should be made at that time.

Retention - The child would repeat the kindergarten level for a second year.

Parental approval must be given in either of these types of placement. Understanding that this type of placement is being made for the child's future school progress and successful learning experiences helps parents in the decision-making process.

A rule of thumb in making promotion or retention decisions is: If there is any doubt concerning the retention or promotion of a student, the student should be promoted.

Kindergarten Program Goals

A kindergarten program should:

1. Provide a setting in which the child will enjoy school.
2. Provide for each child's interests and needs.
3. Maintain and extend the child's desire to learn.
4. Help the child develop a positive self-concept and feelings of self-worth.
5. Help child to learn to meet new situations with confidence.
6. Give the child the chance to face problems and attempt to solve them.
7. Release and promote creativity.
8. Promote exploration and discovery.
9. Increase self-discipline, independence and responsibility.
10. Increase skills involved in physical coordination.
11. Expand awareness of the world around the child through sensory experiences.
12. Help child to develop language through listening, speaking and dramatic play.
13. Allow child to understand own strengths and limitations and cope with success, failure, and change.
14. Increase child's competence in self-direction and independence.
15. Increase child's ability to deal with emotions and social situations.
16. Teach child to show concern for living things.
17. Encourage cooperation among children.
18. Stimulate the child's desire to help others.
19. Incorporate learning acquired at home and in the community.
20. Provide an honest, open atmosphere for children.
21. Experience a variety of adults in many situations.

The Kindergarten Curriculum

The most important part of implementing a kindergarten program is planning a comprehensive curriculum that is based on developmental needs--needs of young children. Events that help them to develop socially, physically, emotionally, and intellectually need to be experienced.

The roots of the various content areas of school, language arts, math, science, social studies, and creative arts are established in the kindergarten program. Separate periods need not be set aside for each lesson, nor are formal lessons necessary.

Language Development

Language development should be considered the primary function of the kindergarten program. Firsthand experiences that will give meaning to words are the most effective approach to insure future school success. Teachers should respect cultural or second language abilities when planning activities for building verbal communication.

Language Arts

Kindergarten curriculums must provide early language experiences that lay the foundation for reading and writing. Language arts in kindergarten must clearly emphasize the spoken language and lead the child to reading and writing.

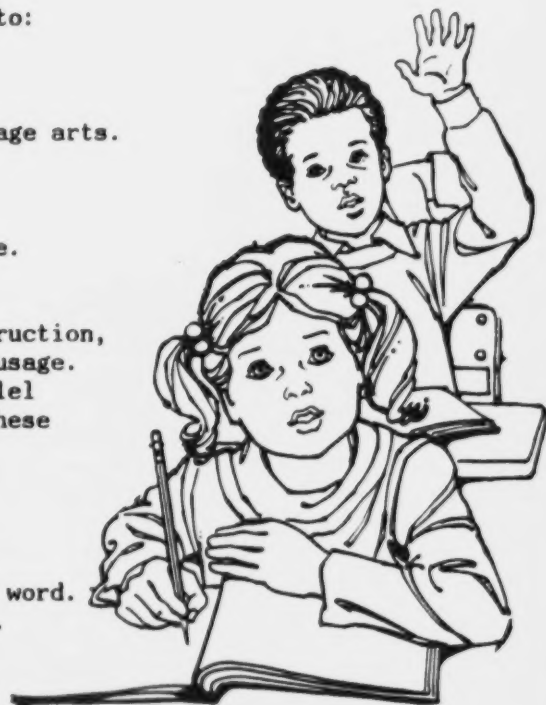
Goals of a Language Arts program should be to:

- Improve verbal communication skills.
- Develop a rich language repertoire.
- Develop skills and appreciations in language arts.
- Strengthen word meaning associations.
- Formulate sentences.
- Improve articulation.
- Link spoken language with written language.

Reading

In order to benefit from later reading instruction, young children need to be competent in language usage. They must learn that written language is a parallel system to spoken language. In order to relate these two, children need to learn:

- To discriminate letters of the alphabet.
- To grasp the left-to-right principle.
- To listen to spoken words as whole units.
- To listen to component sounds within each word.
- To relate these sounds to written letters.
- To recognize that print is meaningful.



Until recent years, reading instruction would not have been associated with kindergarten. If children understand the reading process and the basics of kindergarten, the important elements of beginning reading can be filtered into the kindergarten program.

Reading instruction should not become meaningless, repetitious workbook exercises. A good reading program is embedded in a strong language arts program.

Mathematics

Young children must have concrete objects to manipulate and use in mathematics. Because children live in a world of concrete objects, their understanding of mathematical reasoning is strengthened by using concrete objects.

Mathematics programs in kindergarten should develop skills in sequence. Number activities, which occur naturally as children participate in study activities, classroom routines, playtime games, and rhythmic experiences are an essential part of the program. Number competency is enhanced when tactile experiences are applied while introducing mathematical concepts.

Another important phase of the math program is guidance provided to large and small groups and individuals according to their needs, interests, and abilities. Math activities should be selected based on the needs of each particular group and individual.

Kindergarten math programs should not require written math work. Math programs are more successful when they are interesting and motivational, allow for individual differences, and provide for success.

Learning objectives for the kindergarten math program include having children be able to:

- Count objects orally in a set of 10 or less.
- Recognize the name and number symbols 0-10.
- Write the number of objects in a set of 10 or less.
- Draw pictures or select objects that correspond to a given numeral of 10 or less.
- Match sets of 10 or less objects, in numerical correspondence.
- Tell which is greater, less, or the same when comparing objects of 10 or less.
- Supply the missing numeral in a sequence of 0-10.
- Group shapes that are similar.
- Tell home phone number and address.
- Tell the names of coins and introduce value.

Social Studies

Broadening the social environment of children is a major goal of the kindergarten social studies program. Kindergarten students are curious about the things around them. Teachers have the responsibility to provide experiences that will enhance the curiosity that children possess.

The growth of social concepts in the young child begins with self-understanding. The concept of membership in a large society is gradually developed by experiences that create familiarity with the neighborhood and adult community roles.

Social Studies objectives include:

- Developing a pride in being an American and a love for our country.
- Arousing curiosity about people, places, and things both near and far away.
- Relating school experiences to home and community.
- Understanding the importance of school in their lives.
- Understanding the need to follow rules and regulations.
- Developing the child's self-respect.
- Learning about social organization.
- Developing a sense of responsibility and participation.
- Realizing the interdependence of family members.
- Observing changes in seasons, families, schools, and communities.
- Developing skills related to gathering information (listening, observing, classifying, drawing inferences, making simple generalizations, and developing simple map and globe skills).



Science

Most young children are enthralled with nature. The science program in kindergarten should couple the child's sense of wonder with an understanding of nature. This can be accomplished by not only broadening the child's experiences, but also by extracting knowledge from those experiences.

Science activities should be planned to enable children to relate present to past learning experiences. Science activities should capitalize on teachable moments, use community resources, and provide appropriate and stimulating activities with ample opportunity for questions, experimenting, and exploring.

It is important to plan for two aspects in the science curriculum: (1) observation and description ("what happens"), and (2) explanation and interpretation ("where or why does it happen"). Move slowly when making the transition from simple observation into explanations and interpretations.

Objectives for the science program include:

- Acquainting the children with the world around them.
- Developing observational skills.
- Describing what is observed.
- Comparing observations.
- Classifying objects.
- Learning to make a "best guess" to explain what was observed (hypothesis).
- Using the five senses for discovery and learning.

In short, young children learn science by acting as scientists. A variety of materials should be provided to the children to work and experiment with.

Art

Art is an excellent means through which children can readily communicate. Motor control, visual discrimination, and spatial relationships are developed through art activities.

Art activities should be conducted daily. The activities should be enjoyable and useful to the children. If children are given interesting experiences, they are likely to approach art with imagination and ever-increasing skill.



The opportunity to create with paints, clay, playdough, cutting, pasting, and coloring is necessary for young children. To them, the process is more important than the project. By allowing freedom to do or use whatever media they prefer, the child's creativity is expanded and enhanced.

Music

Every day, the kindergarten child should experience music. Activities that involve body movement such as clapping, rhythm instruments, and experimenting with sound, help children develop a concept of melody and rhythm. A balance of experiences including singing, rhythms, listening, responding, and music appreciation should be incorporated in the curriculum.

For young children, the experience of participating in musical activities is far more important than the end product. Musical experiences should result in a positive attitude toward music, a better understanding of music, and a greater skill in expressing music.

Physical Education

Developing large and small muscles and motor control is essential in kindergarten. Young bodies are constantly active, because muscles and coordination are developing. Kindergarten students have an innate urge for movement and activity. Because of this vitality and energy, young children require outlets for their energy, plus rest and relaxation. The teacher must recognize and understand these needs and adapt to the children's physical needs by providing alternating periods of quiet and physical activity. Specific skills need to be developed in an organized physical education program.

Exposure to a wide range of inside and outside activities and games will develop not only physical strength, but also cultivate paying attention, following directions, habits of fair play, and encourage group social interactions. A well-rounded physical education program includes skill development in:

- Calisthenics
- Rhythmic activities
- Imitative or mimetic games
- Walking, running, skipping, hopping, or climbing
- Singing games
- Circle games
- Folk dancing
- Isometric exercises
- Throwing, bouncing, catching
- Marching
- Tumbling
- Skipping rope
- Easy relays



The key to a successful physical education program in kindergarten is a teacher who understands child growth and development and enjoys participating with students.

Health and Safety

Health and safety education should also be incorporated in the kindergarten curriculum. Through health and safety education, children have an opportunity to acquire information, skills, and attitudes that will help them lead a meaningful life. The main purposes of a kindergarten health and safety program should be to help maintain or improve the health and safety of each child and establish good health and safety attitudes and habits.

The health and safety curriculum should help children to:

- Practice good health and safety rules.
- Become aware of self-worth.
- Note similarities and differences.
- Take care of their bodies.
- Become aware of family roles.
- Note changes that occur in growth and development.
- Recognize products that are helpful or harmful.
- Utilize senses to become more aware of the world around them.

Articulation Between Kindergarten and the Primary Grades

The broad term "early childhood education" encompasses grades K-3. Articulation between these grades should be carefully planned to provide a continuum in early childhood education. Planning opportunities between kindergarten and first grade teachers are very important to achieve this continuum. Also, direct and frequent observation of education will ensure knowledge of what is happening within the other's grade level.

Teachers need to perceive the kindergarten-aged child as an individual with different rates of development, different styles of functioning in a classroom, and different educational needs. Diagnosing these individual needs and providing for these needs are steps toward better articulation between kindergarten and the rest of the primary grades.

Establishing A Schedule

Kindergarten-aged children need to have a semi-structured class schedule. The schedule should be built around large, flexible blocks of time, allowing for change at the discretion of the teacher. The schedule should provide for alternating quiet and active periods and a balance of indoor-outdoor experiences.

Guidelines for establishing a schedule could be:

Unstructured Activities - 20% (30 min.)
Group Meetings - 15% (22 min.)
Work Time - 20% (30 min.)
Lavatory Need - 9% (13 min.)
Snack Time, Rest - 13% (20 min.)
Music, Rhythms - 10% (15 min.)
Language Arts - 13% (20 min.)

Time allotments are based on a 150-minute session.

Evaluating The Program

Kindergartens were established on the premise that early school experiences help promote academic success. Success for the child is dependent on how effectively schools are able to assess their programs in relationship to the needs of the children. Evaluation is an important part of any good program.

At different times, schools may assign different priorities to the kindergarten program. Periodically, adjustment to school may be considered an important goal, while at other times academic readiness may have the greatest importance. Teachers need to review their goals and program plans to ensure they are consistent with the school's overall plans and objectives for kindergarten.

The teacher should frequently ask: Do we have a good program for young children? Are the children developing healthy self-concepts? Are positive feelings and attitudes being developed? Is learning being expanded? Periodically answering these questions, the teacher can quickly assess the Kindergarten program.

A quick overall evaluation of the kindergarten program can be attained by teachers and administrators by an informal self-evaluation. The following questions can be reviewed during the evaluation.

Does our kindergarten:

1. Help each child learn to think?
2. Allow for the development of self-dependence?
3. Provide the beginnings of good study habits?
4. Help children expand their knowledge?
5. Provide for language development?
6. Provide space, equipment, and materials for a variety of learning activities?
7. Have the necessary resources and support?

Children with Special Needs

It is important to think of the child with a special problem or handicap as a **child**, first of all, more like other children than different. He or she is the child who has a generally recognized and persistent physical, mental or emotional disability which prevents him or her from taking part freely in the activities that are so important to children. His or her basic needs, however, are those of all children. He or she needs to be accepted, to be loved, and to succeed.

There is much evidence to indicate that the special child should be integrated into regular early childhood programs whenever possible. If we want them to live in the real world, it is imperative that handicapped and non-handicapped children learn to accept, understand, and show human concern for each other.

Characteristics of Children with Special Needs

<u>Special Need</u>	<u>Characteristics of</u>	<u>Teacher Intervention</u>
Educationally Handicapped (EMR) (TMR)	.Inability to follow multistep directions	.Show the child you like him or her and are pleased with him or her
	.Little self-direction in choosing activities	.Use as many direct experiences as possible
	.Tendency to imitate rather than create	.Use manipulative learning materials so that the child can experience sensory modalities (hearing, seeing, touching, tasting, smelling)
	.Poor abstract reasoning ability	.Plan for patient repetition
	.Difficulties learning and concentrating	.Provide constant positive reinforcers (reward and praise) for each accomplishment
	.Inability to see similarities and differences in objects, and to anticipate consequences	.Most often normal in all other areas of development
	.Slower development than other children (walking, talking, and toilet training)	.Be consistent in your behaviors
	.Shows speech problems:	
	a. reluctance to speak	
	b. speech very loud, very soft, very slow	
	c. articulation poor	
Hearing Impaired	.Unresponsive when spoken to; often asks "Huh?" or "What?"	.Develop an attitude of readiness to listen
	.Watches speaker's face while speaker is talking	.Use voice (not tapping on shoulders or similar gestures that call attention to handicap) to get child's attention
	.Turns head toward a speaker	.Keep within close range when speaking
	.Doesn't maintain attention when spoken to	.Use a normal conversational tone of voice
	.Complains of earaches, indicates pain in ear	

Visually Impaired-
(Partially
Sighted) Children
whose field of
vision is 20/200
or better in the
corrected eye, but
not greater than
20/70

Blind - Children
whose vision is
20/200 or less in
the corrected
better eye

- .Usually normal in all other development areas
- .Crossed eyes
- .Involuntary, rapid movement of eyeballs
- .Squinting and rubbing eyes
- .Reddened or watery eyes, crusts, sties, or swollen lids
- .Tilts head to one side
- .Pupils of uneven size
- .Sensitivity to light
- .Awkwardness in eye-hand coordination
- .Avoids tasks requiring good vision and demonstrates lack of interest in normally appealing visual experiences

- .Use sense of touch to help round out what the child hears
- .Arrange the environment with safety
- .Tell the child what is going on; teach children to identify themselves when touching child
- .Let child make as many movements as possible by him or herself
- .Use multisensory approach in teaching
- .Use concrete experiences
- .Encourage child to verbalize needs, rather than expecting them
- .Work for communication and praise child for each success
- .Provide an accepting environment of warmth, tolerance

Physically
Handicapped
(May include):
Cerebral Palsy
Epilepsy
Spina Bifida
Paralysis



- .This child is often an underachiever
- .Unable to control muscle reflexes voluntarily
- .This often accompanies neurological disabilities such as cerebral palsy; seizures range from mild to severe
- .Condition results in impaired mobility, usually paralysis of legs; may also include mental retardation or lack of bladder and bowel control
- .Leaves child unable to control body, especially limbs

- .Develop motor abilities in the child through special materials, special aids, and supports for mobility and through special methods provided by the physical and/or occupational therapist
- .Develop language and speech, especially in the cerebral-palsied child
- .Develop child's visual and auditory discrimination, memory, and intelligence

Emotionally
Handicapped

- .An inability to learn which cannot be explained by intellectual, sensory, or health factors
- .Inability to build or maintain satisfactory interpersonal relationships with peers and/or teachers
- .Inappropriate behavior or feelings under normal circumstances
- .A pervasive mood of unhappiness or depression and/or a tendency to develop physical symptoms or fears associated with personal or school problems
- .Accept the child as he or she is and get to know the individual child
- .Establish positive relationship
- .Determine goals
- .Try to find cause of the child's behavior
- .Use resource personnel

Gifted/Talented

- .Has advanced vocabulary
- .Has quick recall of factual information
- .Grasps underlying principals
- .Persistent in task completion
- .Strives for perfection
- .Gets bored with routine tasks
- .Has great originality in problem solving
- .Self-confident
- .Adapts easily to new situations
- .Build additional language skills
- .Provide "concrete things" for them to explore by taking apart and reassembling
- .Offer more complex materials or advanced information
- .Offer enriched curriculum
- .Use instructional materials that foster problem solving and encourage development of creative ideas



Language/Speech

Language:

- .Usually silent
- .Does not respond to questions
- .Verbal responses do not directly answer question asked
- .Verbalizations are unclear or muddled
- .Searches for words
- .Hesitant to engage in verbal interaction
- .Uses immature words and sentence patterns
- .Level of vocabulary development low
- .Substitutes one sound for another
- .Omits sounds
- .Distorts sounds
- .Voice too loud or too soft
- .Pitch too high or too low
- .Voice consistently harsh or breathy
- .Rate of delivery too fast or too slow
- .Disruption in normal flow of speech
- .Words prolonged
- .Syllable or sounds repeated excessively

- .Refer child to speech therapist or Special Education Coordinator
- .If the child doesn't qualify for speech therapy, consult with speech therapist for intervention procedures



Abused

- .Introverted, passive behavior
- .Lack of expression such as sadness, anger, and joy
- .Non-communicative behavior
- .Shy and fearful
- .Wanting desperately to do what is right
- .Establish positive relationship with child
- .Show available filmstrips on neglect and abuse
- .Document occurrences
- .Report to school nurse and local child welfare agency
- .Maintain confidentiality
- .Be aware that abused children exist in all socio-economic levels

Neglected	.Abandonment	(Same intervention as
	.Frost bite, sunburn	described in section
	.Medical, dental	on the abused child)
	neglect	
	.Sores or injuries	
	that do not heal	
	normally	
	.Malnourished	
	.Complaints of hunger	
	.Eating other children's food	

Program Goals

Probably the most noticeable deficiency of a handicapped person is social incompetence. In some people's eyes, this handicap may categorize him or her as being less than human. Interpersonal relations are basic to training the special child. Unless the child looks right, feels right and acts right, the child will not be given the chance to use the skills that have been mastered. How children feel about themselves and their abilities to succeed in given areas and situations seem to be related to success in their achievements. Developing a positive self-concept and self-identity is a major goal in developing interpersonal relations.

A meaningful program for children with special needs will vary according to those needs. Individualized programs matched to specific disabilities may require special teaching procedures, materials, and equipment. These children may not master all of the goals set out for their non-handicapped peers. Meaningful goals for them include:

1. Becoming oriented in the classroom situation.
2. Learning to follow group direction.
3. Learning to respect school property.
4. Becoming an interacting member of the peer group.
5. Developing basic skills to the extent of their ability.

Suggestions for Teachers

1. Learn as much as you can about the specific handicap of the child who will be in your care. You don't have to be an expert but you do have to overcome misconceptions you may have picked up along the way.
2. Know what comes in the range of normal behavior for children of this age. Many of the little problems children will have are not because they're handicapped but because they're three or four.
3. Phase the child in slowly. Give the child a chance to adjust to you, the environment, and the other children. Take your cues from the child--note what makes him or her comfortable or scared or belligerent. Don't force a child to participate in an activity. Being in a group situation might be very hard for the special child--he or she may not be ready to stay the whole session at first.

4. Don't make a big production of telling the other children that a handicapped child will be joining the group. It is often better to talk to just one or two of the children at a time, asking them to help you make the new child feel comfortable.
5. Keep your expectations positive, but realistic. Avoid the extremes of asking for too much or too little. Don't continually tell a child that he or she could do a particular task if he or she would just try harder. You may be giving the child the impression that he or she's a failure because he or she never quite makes it.
6. However, be equally careful not to overprotect the special child. Your aim should be to provide experiences in which the child has to reach as far as he or she can without being frustrated.
7. Capitalize on the special child's strong points. Plan to set up situations in which the handicapped child does well in a group. Sometimes you can try teaming up a particular child with a handicapped child in a project where their talents would complement each other.
8. Try to help the handicapped child gradually learn to follow more of the rules as he or she shows that he or she is ready. (This may be hard if exceptions have always been made for the child, or if he or she has severe emotional problems.) You might explain to children who seem bothered by Johnny's unpredictable behavior that he or she will eventually learn how to get along, but that at first the group will have to make some allowances.
9. Be honest in dealing with questions children ask. It's only natural for young children to notice handicaps or unusual behavior. You don't accomplish much by admonishing them not to stare or by ignoring their remarks and questions. A sensitive explanation of the handicapped child's problem can help others understand and accept him or her as an individual.
10. Know your own level of frustration. It's bad to feel like a martyr. Don't be afraid to ask for help or seek a volunteer to assist you. Make effective use of student teachers; professionals from closely related fields such as social work, medicine and the like who need field training; parents, grandparents and older students who can enrich the program. Part time consultant specialists can be invaluable in assisting the staff, the child and his or her parents. The more disordered the child, the more the teacher needs to order the environment for him or her.
11. Be alert to any child in the group who seems to be cruel or overprotective. These children may need special attention. Many children suffer from unconscious fears of physical injury and death and may "act out" their fears when placed in close contact with a physically handicapped child.

Working With Parents

Families of children with handicapping conditions also have special needs. Parent counseling, parent education and parent support are essential to the program if one is to make a difference in the life of the handicapped child.

Parents of handicapped children may require assistance to accept their child's special needs--the first step toward doing something for their children. Parents often find it difficult to accept a child because of his or her handicap. Negative feelings and possible guilt may be reduced if parents see teachers, other parents and other children accepting and valuing their handicapped child. Often, from the time of birth the handicapped child needs extra help from his or her parents. It is easy to see how parents, and teachers, too, may overprotect the handicapped child by doing for him or her.

Home teaching involving parent and child should be designed to assist parents in continuing the learning process throughout the week. By utilizing parents in group experiences both teacher and parent may gain ideas and insight from each other to maximize the child's opportunity for continuing growth and development.

In South Dakota, educational services for handicapped children are mandatory beginning at birth. Standards and guidelines for special education programs may be found in the South Dakota Resource Guidelines for Special Education - 1984. Every effort should be made to avoid labeling and segregating students at this early age. Opportunity should be provided for integrating handicapped children into regular early childhood program activities, while providing individualized instruction in the home and in the group according to their special need.

If you have a child you suspect may need a special program or special assistance, it is necessary to take some preliminary actions to ascertain the scope and permanence of the problem. These should include:

1. Systematic classroom observation of the child's performance and the related environmental conditions.
2. A preliminary conference with the parents to discuss the areas of concern, gain insight into the functioning level of the child within the home and community environment, and if appropriate, the assistance of the parent in helping the child deal with the problem.

Observation

When you begin the data collection process, you will be looking for patterns of behavior or problems. This identification process can be facilitated by using the information that you collect every day when working with your class.

One place to look is the attendance records. A child cannot be expected to learn well if many days of school have been missed. The reason for consistent absences might be a clue to a problem. Are illnesses recurring and should they be evaluated more closely? What if the child isn't attending school because he/she doesn't want to? This can be an indication of an attitude problem in the home - initiated by the parent and/or the child.

Notes from the observation made in the classroom are another source from which problems can be identified. Direct observation of child behavior provides data that reflects actual occurrence of behavior in a part of the natural environment. This information can be collected by the teacher as the child performs a variety of tasks under conditions in which the child is typically expected to perform. This information should be collected without interruption of regular classroom activities.

When observing a child, be sure to separate the ability to react from the opportunity to react. Note any distracting stimuli that might interfere with the child's performance; document any attempts to assist and the result of those attempts.

Teacher-collected data should not be used to diagnose a specific handicap, but should be used to communicate to other professionals and to parents the need and concern for further diagnostic information. Any specific diagnosis will come from a staffing team after referral and evaluation.

Remember, as you look at the child, that each child in your class may show a deficit in one or more areas, but is able to compensate in such a way that there is not interference with the educational process. If however, the child is experiencing difficulty coping with certain areas of the educational program, these problem areas may present clues as to the source of the child's difficulty. As you observe the child, record those aspects that are noticeably different from normal functioning patterns of kindergarten children.

The following areas should especially be noted when assessing general functioning of the child:

1. **Hearing:** Does the child turn his/her head toward you when his or her name is called softly or does the child react strangely to a sudden, loud noise? During music or story time, is the child unable to pay attention or does he/she disrupt the class? Is the child's articulation or speech pattern poor?
Does the child watch the speaker's face closely when being spoken to, perhaps getting the information from facial expressions and gesture rather than from what is said? Does the child seem to be extremely overactive and easily distracted? Maybe you notice that the child pulls, tugs or digs at an ear and frequently tells you his/her ears hurt. You might notice that the child says "huh" a lot. These are some possible indications of a hearing problem.

2. **Social-emotional:** Look for behaviors that occur day after day or week after week. Does the child resist separation from parents, cling excessively to adults, or shy away from unfamiliar adults? Are an excessive number of attention-getting behaviors used by the child to manipulate adults, (e.g., tantrums, lavish displays of affection, or using a nearly inaudible voice level)?

Is solitary or parallel play the only type of play the child engages in or does the child avoid certain children or latch on to one child almost exclusively? Does the child disrupt other children's play or constantly flit from one group to another, seldom staying in one group for any length of time?

Can the child assume necessary responsibility for self-management, (e.g., feeding, toileting, dressing, or putting away toys and materials)? Is the child able to direct himself or herself into purposeful activity when left to own devices? Does the child refuse to enter new situations, explore new materials, or appear overly frightened by unsuspected stimuli?

Is the child able to cope with varied situations or solve problems when necessary? Any of these "signs" must be pointing out a delay or difficulty in social-emotional development.

3. **Gross motor:** What does the child do? Is the child physically active? Does the child run, jump, use the climbing equipment? Can the child ride a tricycle? Notice if these areas could be indicative of a problem in gross motor development.

4. **Fine motor:** How does the child handle a pencil, crayon or brush? Does the child scribble randomly or draw with no apparent purpose or control? Does the child drink from a cup and/or straw, handle eating tools, dress him or herself? Can the child manipulate pegs, puzzles, blocks and similar materials competently? Lack of these behaviors should be observed and noted as possible indications of a fine motor delay.

5. **Vision:** Watch the child while he or she does visual tasks. Does the child look directly with open eyes at what is being done or does the child tilt his or her head to look at angles, close one eye or squint? Does the child often bump into things or fall on the playground? Is there an unusual appearance to the eyes, i.e., bloodshot, tearing when doing close work, a turning in or out, or frequent sties or crusty residue? These or any other unusual actions may indicate a problem.

Referral

Referral is the process of requesting an in-depth evaluation of a student having difficulty with the regular school program. Referrals can be initiated by parents, teachers, counselors, school nurses, principals, or other interested individuals.

Referral information is collected on a specific referral form and is then directed to the building principal or special education director in the school district. This person will determine if evaluation is needed and make the necessary arrangements. The parents are notified if they are not already aware of the referral.

If evaluation is needed, parent permission will be obtained. Following the evaluation, a placement committee will be held to discuss the appropriate educational programs and/or services needed to best meet the student's educational needs.



**Kindergarten
Skills
List**

KINDERGARTEN SKILLS LIST DIRECTIONS

In looking at the list, the user should note that the skills a teacher would expect to include in the kindergarten curriculum are in bold type. The skills that would commonly be expected to be mastered prior to kindergarten and the skills that will be introduced or mastered (post-kindergarten) after the kindergarten year, are in regular type. This should make it easy for the teacher to recognize the skills to be taught at a glance. It is important to remember that post-kindergarten skills may be introduced, or the groundwork laid during the kindergarten year and then mastered in the post-kindergarten year.

KINDERGARTEN SEQUENTIAL SKILLS LIST ON A CONTINUUM

CONCEPTS: SELF

PREKINDERGARTEN

- Matches emotions with facial expressions.
- Tells likes and dislikes.
- Knows age.
- Identifies boys and girls by gender.
- Can tell full name upon request.
- Places body parts in correct position through the use of a puzzle.

COMMENTS:

* * *

KINDERGARTEN

- Recognizes reality in what can and cannot be done.
- Recognizes relation of family members to self.
- Points to 16 body parts.
- Draws self which includes the trunk, limbs, feet, hands, and head with facial features.
- Knows phone number, address.
- Knows birthday--month and day.
- Recognizes daily routine in the classroom.
- Knowledge of family roles: able to explain social or occupational roles of family members.
- Knowledge of community roles: able to explain social or occupational roles of people (e.g. doctor, garbage collector).

COMMENTS:

* * *

POST KINDERGARTEN

- Positive self concept, worthy group interaction.
- Names 16 body parts.

COMMENTS:

* * *

CONCEPTS: SOUND

PREKINDERGARTEN

- Identifies sounds that are loud or soft.
- Supplies missing word in familiar verse.

COMMENTS:

* * *

KINDERGARTEN

- Reproduces rhythmic sound patterns.
- Identifies words that sound alike, different or rhymes.
- Identifies a familiar sound heard over background sounds.
- Matches identical sounds.
- Identifies sounds that are high or low.
- Indicates whether a given sound is in a word.

COMMENTS:

* * *

POST KINDERGARTEN

- Repeats a list of five related sounds or words.

COMMENTS:

* * *

CONCEPTS: TACTION

PREKINDERGARTEN

-Identifies the feel of sticky, wet or dry.

COMMENTS:

* * *

KINDERGARTEN

- Selects the texture named.
- Classifies textures (rough, smooth, hard, soft, etc.).
- Handles fragile items.

COMMENTS:

* * *

POST KINDERGARTEN

-Identifies various textures.

COMMENTS:

* * *

CONCEPTS: MATH: SIZE

PREKINDERGARTEN

-Sorts objects by size/shape/weight/comparison.

COMMENTS:

* * *

KINDERGARTEN

-Selects the object that is a specified size/shape/weight/or can be compared.

-Orders objects by height, length or area.

-Identifies an object as middle-sized using three objects.

COMMENTS:

* * *

POST KINDERGARTEN

-Makes size comparison statements.

-Relates size to nonpresent objects.

COMMENTS:

* * *

CONCEPTS: MATH: NUMBERS

PREKINDERGARTEN

- Uses the terms "empty" and "full".
- Rote counts to "10".

COMMENTS:

* * *

KINDERGARTEN

- Matches sequence, patterns, blocks or beads.
- Picks up and names specified number of objects on request (1-10).
- Matches numerals (1-10).
- Counts by rote 1 to 20.
- Selects the numerals names or names numerals 1-10.
- Matches sets one to one, up to 10.
- Matches the numeral and its quantity (1-10).
- Puts numerals 1 to 10 in proper sequence.
- Gives specified number of objects, up to 10 out of group of 15.
- Compares quantities and uses the terms "more" or "less".
- Identifies a penny, nickel and dime.
- Uses the term "half".
- Can add and subtract combinations to three using objects.

COMMENTS:

* * *

POST KINDERGARTEN

- Points to named numerals 1 to 25.
- Counts up to 20 items and tells how many.
- Names position of objects first, second, third up to tenth.
- Counts and writes by rote 1 to 100.

COMMENTS:

* * *

CONCEPTS: FORM

PREKINDERGARTEN

- Matches shapes.
- Identifies the missing part of a familiar object.

COMMENTS:

* * *

KINDERGARTEN

- Recognizes own first name in print.
- Relates meaning to own drawings.
- Matches a pattern/letters to a model.
- Selects pictures/letters that are same or different.
- Selects/lists the shapes named.
- Names shapes ()
- Names/selects letters.
- Matches lower case letters to upper case letters.

* * *

POST KINDERGARTEN

- Recognizes last name.
- Recognizes ten or more printed words (color words, number words through 10).

COMMENTS:

* * *

CONCEPTS: SPACE

PREKINDERGARTEN

- Completes three to six piece puzzles.
- Indicates the front, back, and sides of body.

COMMENTS:

* * *

KINDERGARTEN

- Completes six to twelve piece puzzles.
- Will build a block structure when shown a model.
- Locates position--first, last and middle.
- Locates position--before and after--over and under, etc.
- Indicates body parts on a stated side (left, right).
- Uses a left-to-right pattern.

COMMENTS:

* * *

POST KINDERGARTEN

- Mastery of above skills.

COMMENTS:

* * *

CONCEPTS: COLOR

PREKINDERGARTEN

- Matches objects that are the same color.
- Selects eight specified colors.

COMMENTS:

* * *

KINDERGARTEN

- Names eight colors.
- Describes objects in terms of color.
- Associates color with familiar objects.

COMMENTS:

* * *

POST KINDERGARTEN

- Writes 8 color names.
- Names 16 colors.

COMMENTS:

* * *

LANGUAGE AND SPEECH

PREKINDERGARTEN

- Will attend for five minutes while story is read working up to a given amount of time.
- Tells how common objects are used.
- Can find a pair of objects/pictures on request.
- Tells daily experiences.
- Makes rhythmical responses as bending knees, swaying, singing.
- Recites or sings rhymes, finger plays, songs.
- Tells familiar story without pictures or cues.
- Masters consonant sounds (M, P, B, W, H, N, F).
- Use words with early developing initial/medial/final consonants.

COMMENTS:

* * *

KINDERGARTEN

- Answers simple "how" and "why" questions.
- Tells two events in order of occurrence.
- Recognizes objects in silhouette or "shadow" pictures (visual closure).
- Recognizes a partially shown object.
- Can place objects over-under, in-on, beside-around, behind-in front of, between, etc. on request.
- Expresses future occurrences with "going to", "have to", "want to".
- Carries out a series of three directions.
- Masters consonant sounds (N, T, D, CH, K, G, J).
- Can answer questions classifying and organizing objects according to form, color, use and material. ("Why do we have cars? How else can we get from one place to another?")
- Supplies three events from a story.
- Puts together and tells 3-5 part sequence story.
- Demonstrates meaning of words/stories by pantomime.
- Uses compound sentences (I hit the ball and it went in the road).
- Uses some common irregular plurals (men, feet).
- Sorts pictures by their beginning sound.
- Identifies words that begin with same sound.
- Can "tell me the opposite of....."

COMMENTS:

* * *

LANGUAGE AND SPEECH (CONTINUED)

POST KINDERGARTEN

- Names picture that does not belong in particular class (one that's not an animal).
- Masters consonant sounds (F, V, S, Z).
- Changes word order appropriately to ask questions (can I, does he).
- Begins to control consonant sounds (SH, L, R, TCH, TH).
- Uses complex sentences (She wants me to come in because.....).
- Uses proper grammatical rules when speaking.

COMMENTS:

MOTOR: GROSS

PREKINDERGARTEN

- Hops in place.
- Stands with one foot in front of the other.
- Catches a ball.
- Marches to music.
- Jumps over a 6-inch object.

COMMENTS:

*** * ***

KINDERGARTEN

- Heel to toe walk (10 foot line forward and 10 foot line backward).
- Jumps backwards and sideways.
- Standing broad jump.
- Moves arms or feet in alternating order to music.
- Plays simple rhythm instruments to music.
- Glides forward 10 feet.
- Hops forward and sideways on one foot.
- Running broad jump to two feet.
- Walks balance board forward, backward and sideways.
- Bounces and catches a ball.
- Runs with control over speed and change of direction.
- "Dances" and "gallops" to music.
- Skips.
- Catches and throws soft ball or bean bag with one hand.
- Jumps from height of 12 inches and lands on ball of feet.
- Slides on sled.
- Turns a somersault.
- Hangs 10 seconds from horizontal bar bearing own weight on arms.
- Swings on swing initiating and sustaining motion.
- Can jump rope by self.
- Rides bicycle.

COMMENTS:

*** * ***

MOTOR: GROSS (CONTINUED)

POST KINDERGARTEN

- Dribbles ball with direction.
- Stands on one foot, no support, eyes closed, 10 seconds.
- Steers wagon, propelling with one foot.
- Dropkicks a ball.
- Hits ball in air with bat or stick.
- Jumps up and pivots on one foot.
- Throws ball with opposite arm and leg forward (contralateral step).

COMMENTS:

* * *

MOTOR: FINE

PREKINDERGARTEN

- Draws or paints simple pictures of own creation
- Ties a knot.
- Spreads fingers, touching thumb to each finger.
- Hits nail with hammer.

COMMENTS:

* * *

KINDERGARTEN

- Cuts with scissors.
- Draws shapes on request.
- Uses paste appropriately.
- Draws simple recognizable pictures such as house, man, tree.
- Will trace through a simple maze.
- Uses a key to open and unlock a small padlock.
- Prints capital letters, large, single, anywhere on paper.
- Colors, remaining within lines.
- Folds paper square two times on diagonal in imitation.
- Prints name on primary paper using lines.
- Tears simple shapes from paper.
- Prints letters and words.

COMMENTS:

* * *

POST KINDERGARTEN

- Can cut picture from magazine or catalog without being more than 1/4" from edge.
- Copies complex drawings.
- Can use carpenters tools.
- Can thread a large needle.
- Can do detailed cutting.

COMMENTS:

* * *

SELF HELP: FEEDING (Parents and teachers may observe all of the Self Help Skills)

PREKINDERGARTEN

- Uses a napkin.
- Sets table with assistance.
- Cleans up spills, getting own cloth.
- Serves self at table and remains for a complete meal.

COMMENTS:

* * *

KINDERGARTEN

- Cuts with spoon or fork.
- Spreads and cuts with a table knife.
- Uses a drinking fountain.
- Sets table independently.
- Prepares simple snacks.
- Clears place at table.

COMMENTS:

* * *

SELF HELP: DRESSING

PREKINDERGARTEN

- Dresses with aid.
- Buttons large and medium buttons.
- Removes own clothing.

COMMENTS:

* * *

KINDERGARTEN

- Puts zipper foot in catch.
- Hangs up and puts away clothing.
- Unbuttons clothing and opens and closes snaps.
- Knows front and back of clothing.
- Ties shoes
- Puts on boots.

COMMENTS:

* * *

POST KINDERGARTEN

- Laces shoe laces.
- Selects appropriate clothing for temperature and occasion.
- Ties hood strings.

COMMENTS:

* * *

SELF HELP: PERSONAL HYGIENE

PREKINDERGARTEN

- Dries own hands.
- Wipes nose upon request.
- Brushes teeth with instruction.
- Bathes self with some supervision.
- Wakes from sleep during night to use toilet, stays dry all night.

COMMENTS:

* * *

KINDERGARTEN

- Washes hands and face without help.
- Goes to bathroom in time, undresses, wipes self, flushes toilet and dresses unaided.
- Wipes and blows nose when needed without reminders.

COMMENTS:

* * *

POST KINDERGARTEN

- Combs or brushes hair.
- Brushes teeth.

COMMENTS:

* * *

SELF HELP: SAFETY

KINDERGARTEN

- Avoids poison and all harmful substances.
- Stops at curb, looks both ways, and crosses street without verbal reminders.
- Walks to school, playground, or store.
- Demonstrates dialing of own phone number.
- Buckles own seat belt in car.

COMMENTS:

* * *

SOCIAL/EMOTIONAL

PREKINDERGARTEN

- Understands possession.
- Cooperates with adult requests.
- Asks for assistance when having difficulty (with bathroom or getting a drink).
- Plays with 4-5 children on co-operative activity without constant supervision.
- Plans and builds using simple tools.

COMMENTS:

* * *

KINDERGARTEN

- Shares - takes turns.
- Follows rules in group games led by adult.
- Says please and thank you without reminder.
- Answers telephone, calls for adult or talks to familiar person.
- Stays in school area.
- Repeats rhymes, songs, or dances for others in school setting.
- Works alone at chore for 15-20 minutes.
- Apologizes without reminder.
- States feelings about self: mad, happy, love.
- Joins in conversation at mealtime.
- Comforts playmates in distress.
- Puts play equipment and materials away.
- Continues activities without constant assurance.
- Able to share teacher's attention with others.
- Distinguish fantasy from reality.
- Handles frustrations.
- Carries out simple errands.
- Completes a task of 15 to 20 minutes.
- Avoids environmental hazards.
- Relates happy experiences at home or school.
- Stands up for own rights.
- Accepts blame when at fault.
- Acts out parts of story, playing part or using puppets.

COMMENTS:

* * *

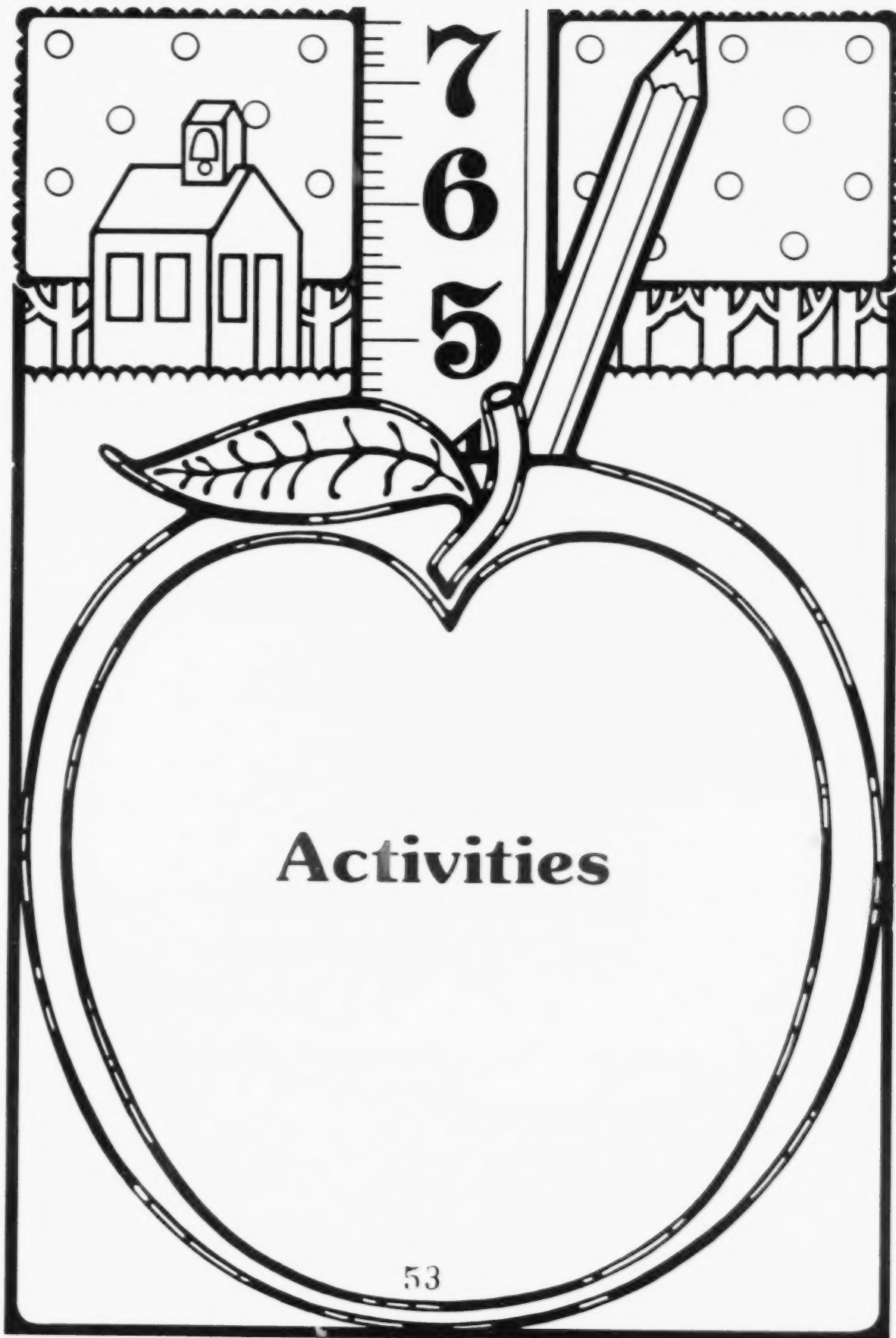
SOCIAL/EMOTIONAL CONTINUED

POST KINDERGARTEN

- Follows rules in group games with peers.
- Contributes to adult conversation.
- States goals for self and carries out activity.
- Makes purchases in a store.
- Contributes to making group rules.

COMMENTS:

* * *



Activities

AGGRESSION COOKIES

Materials: Measuring cup, teaspoon, mixing bowl, oatmeal, brown sugar, flour, butter, baking powder

Procedures: 3 c. oatmeal
1 1/2 c. brown sugar
1 1/2 c. flour
1 1/2 c. butter
1 1/2 tsp. baking powder

Dump all ingredients in large bowl. Mix, knead, and pound it. The longer you work with it the better it tastes. Bake 350° for 10-12 minutes.

* * *

ALL IN A WORD

Materials: picture with activity and detail, word cards

Procedures: 1. Show picture to group of children.
2. Ask them to think of five words that tell about the picture.
3. Give students time to look at picture.
4. Then ask for someone to give you a word.
5. Write word on card and place beside picture.
6. Continue asking for words, and write them on cards.
7. After everyone has had an opportunity to provide a word, review words by saying "What did we say about the picture?"

Activity also provides children with a chance to see their spoken words in print.

* * *

ANIMAL SOUNDS GAME

Materials: Cards with animal pictures on them, with two pictures of each animal

Procedures: An even amount of children (Instructor can make up the number) are given cards. All gather together in a circle and close their eyes. On the count of three all children make the sound that their animal card would indicate. The object is to listen for their animal partner and pair up.

* * *

ANIMAL WALK

Materials: Tagboard, old magazines, contact paper, cards with pictures of different animals on them. Examples: bear, seal, duck, etc.

- Procedures:
- I. Preparation for Game
 1. Make cards from tagboard and pictures out of old magazines and calendars.
 2. Cards will last longer if laminated or covered with clear contact paper.
 - II. Playing the Game
 1. Place cards in circle, spaced several feet apart.
 2. Have children form a line.
 3. A child then proceeds from card to card doing the actions of the animal pictured. Second child may start as soon as the child before him or her has left the first card.

NOTE: Children should be shown the different movements for each animal if they are not familiar with them before game is started.

* * *

ANTS ON A LOG

Materials: Celery sticks, peanut butter, raisins

Procedures: Fill celery stick with peanut butter. Place a few raisins on top of the peanut butter. The raisins are tiny little ants sitting on a log.

* * *

THE APPLE TREE

Materials: None

- Procedures:
1. Way up high in the apple tree.
 2. Two little apples winked at me.
 3. I shook that tree as hard as I could.
 4. Down came the apples.
 5. M-m-m they were good!

- Actions:
1. Extend arms high overhead like a tree.
 2. Shake both fists gently.
 3. Pretend to shake a tree.
 4. Lower your arms slowly.
 5. Rub your abdomen.

* * *

BAKED APPLES

Materials: Tart apples, brown sugar, cinnamon, raisins, nuts

Procedures: Core each apple, let children stuff their apples.

Put apples on a baking dish. Add a little water to cover the bottom of pan. Bake 30-45 minutes. You may add ice cream.

* * *

BAKING BREAD AND MAKING BUTTER

Materials: Butter churn (Dairy Council), cream, salt, and ingredients for bread, pans

Procedures: Mix up bread with help from students. Have class wash their hands, then some can add ingredients and others can mix and knead the dough. Let it raise then bake it in the room (school kitchen or home economics room). Let bread cool and begin the butter. Pour cream in the churn (2 cups) and let each child churn the cream awhile (depends on class size). When the butter forms, pour off buttermilk (let each child taste it) then press the butter to the side of jar to extract all buttermilk; add salt to taste. Slice the bread and spread with butter for each student to enjoy. I like to do this the day of our Halloween party.

* * *

BALLOON BAT

Materials: Balloons, bats - clotheshangers bent in shape of kite covered with old nylon, tape end of nylon and handle

Procedures: Each child receives 1 bat and 1 balloon. All practice, then the music begins and the children try to keep the balloon moving to the music. When the music stops, the children should try to catch the balloon.

* * *

BAMBINOS

Materials: For each child: 1 Ritz cracker, 1/2 tsp. browned ground beef or 2 slices of hot dog, 1/2 tsp. tomato paste, 1 tsp. shredded cheese

Procedures: Spread tomato paste lightly onto cracker. Top with meat and cheese. Bake in 300 degree oven 10 minutes or in covered electric frying pan on 200 degrees for 5-10 minutes. Can also be warmed in a microwave.

* * *

BANANA BOATS

Materials: Cutting board, sharp knife, kitchen scissors, small bowl, teaspoon, rubber scraper, 1/4 cup salted peanuts, 4 large bananas, 1 carton (4 1/2 ounces) frozen whipped topping, thawed, 4 maraschino cherries

- Procedures:
1. Chop 1/4 cup peanuts on cutting board.
 2. Gently wash 4 bananas. Carefully slit top of each banana peel lengthwise, leaving about 1 inch uncut at each end. Cut away about 1/2 inch of the peel on each side of the slit with scissors.
 3. Empty the whipped topping into bowl. Scoop out each banana in small pieces with teaspoon into the bowl. Save the banana peel shells. Fold the banana pieces into the topping with rubber scraper.
 4. Fill each banana peel shell with 1/4 of the banana topping mixture. Sprinkle with 1/4 of the chopped peanuts and top with 1 maraschino cherry.
 5. Serve banana boats right away or refrigerate as long as 1 hour.

* * *

BANANA SHAKE

Materials: 1 small ripe banana, 2/3 cup half-and-half cream or milk, 1 teaspoon almond flavoring

Procedures: Peel banana, mash with a fork in bowl. Pour cream or milk into 1 cup measuring cup up to 2/3 line. Add to banana. Pour almond flavoring into one teaspoon measuring spoon held over the cup. Add measured almond flavoring. Beat with egg beater until mixed and frothy. Pour into tall glass.

* * *

BEAR HUNT

Materials: (optional) Picture of a bear or stuffed bear

Procedures: Have children and classroom assistants echo what you do and say.
"Let's go on a bear hunt."
"Alright, let's go."
(Tap legs with hands like you're walking.)
"Oh, look, I see a big tree."
(Look up.)
"Can't go under it, can't go through it, we'll have to climb it."
(pretend to climb up tree, look around, and climb down)
(Continue to walk.)
"Oh, look, I see a big field of grass. Can't go around it. Can't go over it. We'll have to go through it."
(Say swish, swish, and rub hands together.)
(Continue to walk.)
"Oh, look, I see a big, wide river. Can't go around it. Can't go over it. We'll have to swim it."
(Pretend to swim with arms across river.)
(Continue to walk.)
"Oh, look, I see a bridge. Can't go around it. Can't go under it. We'll have to walk across it."
(Thump fists on chest to make sound of walking on bridge.)
(Continue to walk.)
"Oh, look, (start to slow down) I see a cave. Let's go in it. Oh, no, it's dark in here."
(Turn off lights, unless children get too scared.)
"I see something. It has two eyes. It feels soft and furry."
(Let them feel stuffed bear and show a picture of a bear.)
(Try to get a child to say "It's a bear".)
"Oh, no, run, it's a bear."
(Clap legs quickly and do the entire thing backwards with all the motions, then...)
Open the door.
Shut the door.
"Phew. We made it home."

* * *

THE BEEHIVE

Materials: None

Procedures: Here's the beehive (make fist with thumb inside)
Where are all the bees?
Hidden away, so nobody sees (shake head "no")
But watch! And you'll see them come out of the hive.
1-2-3-4-5 (show one finger for each number until Bzzzzzzzz all 5
fingers are out)

While making the buzzing sound, wave the 5 fingers around in the
air like bees flying.

* * *

BEEES TO BEEHIVE

Materials: Construction paper, contact paper

Procedures: Make ten large flowers and a beehive. Laminate. Make a bee for
each child. If they can count to 10, their bees fly to 10. If
they can count to 20, their bee goes on to 20. The goal is 100 at
the beehive. When they reach the beehive, they get a "Busy Bee
Sticker." Can be adapted for counting 1-10 also.

* * *

BEST PLAY DOUGH EVER

Materials: Flour, salt, cream of tartar, water, food coloring, oil

Procedures: Mix in a medium pot:

1 cup flour	1 cup water
1/2 cup salt	2 tsp. food coloring
2 Tbs. cream of tartar	1 Tbs. oil

Cook over medium heat and stir (3-5 min.). It will look "globby"
but it will turn out. Store in airtight container or plastic bag.

*We use cake decoration food color to make the dough brighter.

* * *

BIRD FEEDERS

Materials: Peanut butter, bird seed, pipe cleaners, paper cups

Procedures: Teacher attaches a pipe cleaner to a paper cup as a handle.

Children, using their fingers, spread the cup with peanut butter.
Roll the cup into bird seed.

Send them home and hang bird feeder on a tree branch.

Talk with the children about what birds eat and difficulty of
finding food after snow fall.

BIRTHDAY PUZZLE

Materials: Birthday puzzle

Procedures: We have one SPECIAL puzzle that preschool students can only put together on their birthdays. It's made of pieces of wood and when you put it all together it forms a cake with candles standing up and looks like a real cake. It's from the Lillian Vernon catalog and students love their day with the puzzle. (If you were handy with jigsaw, paintbrush, etc. It wouldn't be too difficult to make.)

NOTE: Summer birthday students pick one special preschool day for a pretend birthday. An alternative for learning about fractions would be for them to play with the puzzle on their 1/2 year birthday!!

* * *

BODY TWISTER

Materials: Large sheets of butcher paper, crayons, homemade dial of body parts

Procedures: Have each child lie down on butcher paper and trace around his or her entire body. While some are being traced, others should be looking for pictures of elbow, knee, head, shoulder, hand, foot, hip in magazines.

Children can color their own bodies. Use the pictures of body parts that the children found to make a dial that is to be used by the teacher.

When bodies are completed, the game begins...

Spin dial once to name a body part, the second spin is where they should put that part--on the paper person. Fun...good learning experience!

* * *

BUNNIES

Materials: None

Procedures: Ten little bunnies were playing beneath a pine; one went to make a snowball, and then there were 9; nine little bunnies were learning to skate; one fell down and then there were 8; eight little bunnies heard the clock strike eleven; one went to sleep and then there were 7; seven little bunnies full of funny tricks; one jumped in a snow pile, then there were 6; six little bunnies found a little hive; one chased a bee, and then there were 5; five little bunnies hurried to the store; one got lost and then there were 4; four little bunnies were as frisky as could be one ran down a hill and then there was 3; three little bunnies had nothing to do; one chased a bug and then there were 2; two little bunnies sat warming in the sun; one found a carrot and then there was 1; one little bunny knew when to run. He heard a dog bark and then there were none.

* * *

BUNNY PUPPET

Materials: Bunny puppet pattern (on colored typing paper), straw, paper cup

Procedures: Child cuts out bunny (may color and decorate bunny and bunny's home (cup). Staple straw to bunny. Poke hole in bottom of paper cup. Put straw through hole, so bunny may be raised and lowered.

May be used with the poem:

Here is a bunny
With ears so funny
And here is his hole in the ground.
When a noise he hears
He picks up his ears
And jumps in his hole in the ground.

* * *

BUTTONS FOR SNOWMAN

Materials: Tagboard, buttons, clear contact paper

Procedures: Use ten pieces of tagboard. Draw a snowman without a hat on each piece of tagboard. Put sets of buttons on each snowman from 1 to 10. Cover with clear self-adhesive plastic. Cut 10 top hats from paper. Mark each with a number from 1 to 10. Match each hat with corresponding snowman that has same number of buttons.

* * *

CALENDAR TIME

Materials: Manipulative calendar, tagboard

Procedures: Day opener - The most effective calendar is the kind that they construct day by day.

A September calendar, for instance, would need 30 apples laminated with a number 1-30 on each. On regular size tagboard draw around each apple and write numerals in correct calendar position. Tape laminated apples on the wall near the calendar. Chosen student(s) must find the "hiding" apple and tape it to its proper place on tagboard calendar. Suggestions for other months: October - ghosts, November - turkeys, December - Christmas trees, January - snowflakes, February - hearts, March - shamrocks, April - raindrops, and May - flowers.

* * *

CALL BALL

Materials: Ball, group of children

Procedures: Form a circle with one person in the center with the ball. Person in center tosses the ball up gently and calls the name of a group member.

The child called tries to catch the ball before it bounces more than once.

* * *

CANDLE SALAD

Materials: For each child: 1/2 banana, 1 pineapple ring, 1/2 maraschino cherry

Procedures: Peel banana and cut in half. Place banana inside pineapple ring and top with cherry half.

* * *

CAR TRACKS

Materials: Construction paper, tempera paint, small (matchbox) cars

Procedures: Put a small dab of tempera paint in the middle of a piece of construction paper. Have the child drive his/her car through the paint. The child can change directions and drive through the paint again and again. These make attractive paintings as well as providing a tactile experience. Be prepared for lots of "vrooms," "squeals" and brake sound effects.

* * *

THE CHIMNEY

Materials: Colored paper, cotton ball, a Santa finger puppet that can be placed on the thumb

Procedures: The Chimney

Here is the chimney (fist)
Here is the top (other hand over fist)
Open the lid, (remove hand)
Out Santa will pop! (pop up thumb)

* * *

CHRISTMAS COOKIE JAR

Materials: Cookie jar, cookie cutters or other distinct Christmas shapes

Procedures: As your holiday draws near use your cookie jar instead of a feely box. Using cookie cutters or simple Christmas patterns, trace "cookies" on heavy cardboard, cut out and place in jar.

Allow one child at a time to reach into the cookie jar, and using his/her sense of touch, feel the cookie and name it before he/she takes it out of the jar.

* * *

CINNAMON PLAY DOUGH

Materials: Flour, water, oil, salt, cinnamon, cream of tartar, vanilla

Procedures: Cinnamon Play Dough

2 cups flour
2 cups water
1 cup cooking oil
2 cups salt
4 T cinnamon
4 T cream of tartar
2 T vanilla

Combine all ingredients in a large saucepan. Cook over medium heat until smooth. Knead on floured surface until smooth.

* * *

CLASSROOM HIKE

Materials: Classroom furniture, words (over, under, above, below, in, out, and between) written on cardboard

Procedures: Arrange classroom furniture as an obstacle course, designating starting and finishing points with masking tape. Label directions students are to take, such as over, under, and so on. Give students two turns walking the route.

COAT HANGER PUPPETS

Materials: Wire coat hangers, old nylons, fabric scraps, string, glue, scissors, thread, needles

Procedures:

1. Bend coat hangers into a head shape.
2. Stretch nylon over head part and tie with string.
3. Make sack dress by cutting out two pieces of fabric and sewing together.
4. Roll up scraps of fabric for arms and insert in sack dress.
5. Finish by pasting on bits of fabric for eyes, nose, mouth, and other desired decorations.

* * *

COFFEE CAN ICE CREAM

Materials: A 3# and 1# coffee can for every group of 6 children, ice cream ingredients (recipe follows), large space outdoors or gym

Procedures: We divided the large group of kindergarteners and handicapped preschoolers into smaller groups of 6 children and 1 adult.

Each group mixed the ice cream ingredients in the 1# coffee can:

1 cup milk
1/2 cup cream
1/2 cup sugar
1 tsp. vanilla

Tape lid on the coffee can and place the can in the larger can, which is filled with ice and rock salt. Tape the lid on the large coffee can and have the group set in a circle to roll the can back and forth. (The can could also be kicked outdoors.)

After 10 minutes open up both cans to stir the partially frozen ice cream. Pour out the water and add more ice and salt as necessary. Tape both lids on again and resume rolling for about 10 more minutes. Open and enjoy!

We followed this activity by writing a language experience story and drawing pictures about it.

* * *

COLOR BAGS

Materials: Brown paper bags and a favor for each

Procedures: Hand each child a brown paper bag (one child at a time). The child goes to the toy area and places an item in the bag, then returns to the group, holding the top of the bag closed tightly, preventing others from seeing the contents. When all the children have put something in their bag, we take turns, one by one, showing what is inside the bag.

The teacher determines, before the game, what everyone should look for. Example: "See if you can find something red" or "Let's try to put something round in our bag." After each one shows his items it's a good idea to say to the group "Is it red?" or "Is it round?" and we verbally agree or disagree, so as to help the children who did bring a color or shape other than that which was requested. At the end of the game, I give each of them a sticker, piece of gum, etc. Just for trying.

* * *

THE COLOR BOUNCE

Materials: 1 large inner tube, 6 circles-red, yellow, blue, green, orange, purple

Procedures: Evenly space and tape the circles on the inner tube. Have the children, one at a time, find the color you request. If found, then the child may bounce on the inner tube.

This can be done matching colors also. (Use 12 circles - 6 as above mentioned, 6 to match.) Give the child a colored circle and have him or her match it to the one on the tube.

You can also use this activity to reinforce number concepts. "Find the red circle and bounce 3 times!"

* * *

COLOR RUN

Materials: Construction paper, pins

Procedures: Pin a small color tag on each of the children. Teacher calls out, "Everyone with a red tag to sit or freeze."

Variation: Pin two colors on each child so he/she has to double check.

Variation: Have children hop, crawl, walk fast or slow, hop on one foot.

* * *

COOKING APPLESAUCE

Materials: Apples, sugar, electric fry pan, manual food processor or sieve, table knives, wax paper

Procedures: Core and quarter 2 quarts of apples and place in water so they do not brown.

Allow children to cut apple quarters into chunks using table knives.

Place apple chunks in electric fry pan at 300°. Put some water in pan so that apples do not burn. Cook until soft.

Children should take turns pressing apples through the sieve.

Mix sugar to taste. Serve in souffle cups or small drink cups with plastic spoon.

* * *

CRACKER DOMINOES

Materials: Frosting, cake decorating tube, graham crackers

Procedures: To be used in matching numbers and other number concepts.

Use a piece of graham cracker consisting of 4 rectangles. In the top portion of the rectangle print a number with the frosting. In the bottom of the rectangle make the correct number of dots to correspond with the number. Separate the two halves. The children match the cracker numbers with the correct number of dots. Those matched correctly can be eaten!

* * *

CREATIVE CRAYONS

Materials:

Procedures: Warming Tray - paper on warming tray, color slowly

Melted Crayons - Peel and melt crayons, separate colors in muffin tins; dip Q-tips in melted crayons and paint designs.

Chunks - When melted crayons cool, remove from tins and color with chunks of crayons.

Peeled Crayons - Peel and shave crayons with dull scissors or dull grater onto wax paper. Iron second sheet on top and hang in window.

Etchings - Color, pressing hard with several colors. Color hard with black over that; gently scratch through black with dull scissors to create.

Fabric Crayons - Buy at fabric store for use on t-shirts, towels, etc.

CYLINDER PEOPLE

Materials: Construction paper, paper scraps, glue, paste, stapler, scissors, tape

Procedures:

1. Shape a full sheet of paper into a cylinder and staple.
2. Decorate to make eyes, nose, mouth, and clothing or as you desire. Be creative.

* * *

DAYS OF THE WEEK BIRDS

Materials: Construction paper, tagboard

Procedures: Make a tree out of paper and put it on the wall. Make a nest out of tagboard. Laminate the tree and nest. Staple a large food storage plastic bag to the back of the nest. Put a paper bird in the nest for each child. When they know the days of the week in sequence, their bird gets to fly out on a branch. This is great to begin in early spring. Children get to make a leaf every time they are close. This adds to the tree's decor, too.

* * *

DON'T TICKLE THE TROUT

Materials: Fish - plastic or made from tagboard, 2 pieces of rope about 3 feet long

Procedures: Lay the ropes on the floor about four inches apart. Place fish between the ropes. Have the children jump over the ropes trying not to step on the fish. Move the rope farther apart after each child has jumped. Add more fish as the ropes get wider.

* * *

DOWN THROUGH THE CHIMNEY

Materials: None

Procedures: Down through the chimney Santa Claus crept (one hand through the fist of other).
Into the room where the children slept (hands on side of head pretend sleep).
He counted the stockings (raise fingers).
One, two, three, but baby's stocking he could not see (hand over eyes).
This Santa said, "Will never do." So he put baby's wee present in baby's wee shoe (use cupped hand for shoe and other to put in present).

* * *

DUPLICATING PATTERNS/SEQUENCING

Materials: 2 wooden boards with six cup hooks on each of them about 2" apart, a box of colored key tags

Procedures: Place a pattern on one of the wooden boards with the colored key tags. Give the other board to a child with another set of key tags and ask him/her to make the board look the same as yours encouraging the child to use a left to right organization. (You can also buy black key tags and write letters and numbers on them.)

* * *

ELEPHANTS

Materials: None

Procedures: Poem: "Elephants" - author unknown

Elephants swing from side to side
(swing arms together slowly)
and walk in a long straight row;
(children form a line)
I'd rather watch the elephants walk
than anything else I know!
(children walk slowly like elephants)

* * *

ENVELOPE PUPPET

Materials: Small white 10cm by 17cm envelope, any materials for decorating

Procedures: Tear flap off envelope. Fold it in half and crease the line several times. Open envelope as far out as possible without tearing. Put fingers in the top half and thumb in the bottom half. Push the folded crease inwards. This forms the puppet's mouth. Decorate with eyes, ears, teeth, tongue and hair.

* * *

"EVERYBODY BUCKLES UP"

Materials: None

Procedures: "Everybody Buckles Up" song
(tune: Old MacDonald)

Everybody buckles up, EE-ll-EE-ll-00,
We buckle up before we go, EE-ll-EE-ll-000,
With a click, click, here,
And a click, click, there,
Here's a click, There's a click,
Everybody click, clicks,
Everybody buckles up, EE-ll-EE-Let's Go!

*We learned this song after viewing a filmstrip entitled "Riding with Buckle Bear" from the regional library in Watertown.

* * *

FEELY FINGERS

Materials: Cloth of various textures

Procedures: Allow children to feel the various textures on the fingers and palms (satin, feathers, suede, fur, sandpaper). Have children describe verbally the various textures. Elicit descriptive words - soft, rough, smooth, fuzzy, etc.

* * *

FIRE SAFETY

Materials: Red construction paper, masking tape

Procedures: Make red fire for each child, put masking tape on back to stick on child. Ask children, "Do you know what you should do if your clothes catch on fire? You have to stop right where you are, drop on the floor and roll over and over."

Sing song:

You gotta stop, drop and roll
You gotta stop, drop and roll
You gotta stop, drop and roll
You gotta stop, drop and roll
Don't run - just drop and roll.

Also do: Big Bird's *Crawling Low* Poem
When there's smoke in a room
And you can't see where to go,
Just remember Big Bird's rule
It's what you need to know:
"Keep your head under the smoke
By crawling very low."

Sesame Street has an excellent resource book. Write to:

Sesame Street Fire Safety
Children's Television Workshop
One Lincoln Plaza
New York, New York 10023

* * *

FIVE EASTER EGGS

Materials: None

Procedures: Five little Easter eggs, sitting on a wall being oh so careful, so they wouldn't fall.
One little egg heard an awful ROAR, "Oops!!" went the egg, then there were 4.
Four little Easter eggs, sitting on a wall being so careful, so they wouldn't fall.
One little egg had to scratch his knee, "Oops!!", went the egg and then there were 3.
Three little Easter eggs, sitting on a wall being oh so careful, so they wouldn't fall.
One little egg bent to tie his shoe, "Oops!!" went the egg then there were 2.
Two little Easter eggs sitting on a wall, being oh so careful so they wouldn't fall.
One little egg said Wheel let's have some fun! "Oops" went the egg and then there was 1.
One little Easter egg sitting on a wall being oh so careful so he wouldn't fall.
Along came a little girl having Easter fun. She put the one Easter egg in her basket and then there were none.

* * *

FIVE LITTLE BELLS

Materials: None

Procedures: "Five Little Bells"

Five little bells hanging in a row,
The 1st one said, "Ring me slow."
The 2nd one said, "Ring me fast."
The 3rd one said, "Ring me last."
The 4th one said, "I'm like a chime."
The 5th one said, "Ring me at Christmas time."

* * *

FIVE LITTLE SNOWMEN

Materials: None

Procedures: Five Little Snowmen

Five little snowmen
Happy and gay,
The 1st one said, "What a beautiful day!"
The 2nd one said, "We cry no tears."
The 3rd one said, "We'll be here for years."
The 4th one said, "But what will happen in May?"
The 5th one said, "Look! We're melting away."

Can make 5 little finger puppet snowmen and pop them up one at a time.

FLY LITTLE BLUEBIRD

Materials: None

Procedures: Sing the song to the tune of "Skip to My Lou." The song goes:

Fly little bluebird, through my window.
Fly little bluebird, through my window.
Fly little bluebird, through my window.
Um diddle um dum day.

Hop little bluebird, In my garden.
Hop little bluebird, In my garden.
Hop little bluebird, In my garden.
Um diddle um dum day.

* * *

FOOTPRINT TURKEY

Materials: Bulletin board-sized piece of paper, paint (all colors), water and rag

Procedures: Draw and paint a large picture of a turkey without feathers. Have the children remove their shoes and socks, and roll up their pant legs. They then, one at a time, dip their feet into the paint and make "footprint" feathers.

* * *

THE FUZZY WUZZY BEAR

Materials: None

Procedures: To the tune of Mary Had A Little Lamb

verse 1
I went to the zoo and saw
Zoo and saw zoo and saw
I went to the zoo and saw
An animal that looked like you.

verse 2
He was small and smart like you
Smart like you, smart like you
He was small and smart like you
But didn't go to school.

verse 3
He was a fuzzy wuzzy bear
Fuzzy wuzzy bear, fuzzy wuzzy bear
He was a fuzzy wuzzy bear
That lived at the zoo.

* * *

GAMEBOARD LISTENING

Materials: Dittoed copy of a gameboard for each child and a gameboard maker

Procedures: Each child is given a copy of the same gameboard with 12 to 15 spaces on one gameboard marker.

The children put their markers on the start position on the left side of the paper. The teacher claps his/her hands 1, 2, or 3 times and the children count out loud. Then the children move their markers that many spaces.

At the finish line all the children will be winners.

* * *

GERBIL FRIENDS

Materials: Money-to buy cage, food, litter, gerbils, etc.

Procedures: Go to the pet store with the children and look at all the animals and describe how they are cared for. Then buy the gerbils (or whatever small animal you selected) and the supplies needed to care for it. Then bring it back and get it or them settled in the cage. Then vote on names, and count the votes, and have a runoff of the top 3 names.

* * *

THE GINGERBREAD MAN

Materials: Story of the gingerbread man, art project--gingerbread man

Procedures: (Run off on brown construction paper--this will be more of a cutting exercise.)

Gingerbread Cookies

1/3 cup shortening	1 cup packed brown sugar
1 1/2 cups dark molasses	2/3 cup cold water
7 cups gold medal flour*	2 tsp. soda
1 tsp. salt	1 tsp. allspice
1 tsp. ginger	1 tsp. Cloves
1 tsp. cinnamon	Icing

Mix shortening, sugar, and molasses thoroughly. Stir in water. Measure flour by dipping method or sifting. Blend all dry ingredients; stir in. Chill.

Heat oven to 350°. Roll dough 1/4" thick on lightly floured board. Let children cut with gingerbread boy or girl cutter. Place far apart on lightly greased baking sheet. Bake 10 to 12 minutes, or until no imprint remains when touched lightly. Makes 2 1/2 doz. 2 1/2" cookies. *If you use self-rising flour, omit soda and salt.

Read the story to children and discuss, emphasizing color. Ask how the children would like to make gingerbread cookies. You then mix all the ingredients with the children. Put in refrigerator to chill. While the dough is chilling, show the children the brown paper gingerbread man cookie. Let them take their crayons and decorate, then cut them out. By the time this activity is completed, the dough should be chilled. Roll out the dough and let each child have a chance with the cookie cutter. Be sure teacher makes one, but noticeably larger than the children's. Put in oven.

Before you finally remove the gingerbread men cookies, let children look from time to time with you. Have another teacher remove the "teacher's" gingerbread man cookie. This way, when the cookies are ready, teachers' will be gone. Now the search begins. The children along with the teacher, visit other classrooms, areas, each time describing in detail what they are looking for and what happened. The last place you check is the principal's office or the director's office. What do you see--the principal or the director eating the teacher's cookie. I've never met an administrator yet who is not willing to go along with more dialogue. It's great.

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* * *

GLITTER BALLS

Materials: Holiday paper, napkins, white liquid glue, clear glitter, small brush, styrofoam balls, yarn

Preparation: Poke small hole in top of each ball. Fill with liquid glue and poke in an 8-inch piece of yarn; let it dry.

Have children tear around a picture of their choice from the paper or a napkin. Next put the picture over the ball and cover it with liquid glue (pour glue in container and mix equal parts of water to make glue for coating). Brush the glue mixture onto the balls and spread it while glue is still damp. Sprinkle clear glitter over the ball, covering it entirely.

You may also cover candles or jars this way. It makes terrific presents.

* * *

GROUP SOUP

Materials: Kitchen utensils and a pot for preparing and cooking soup

- Procedures:
1. A couple of days before actually cooking the soup, gather the children together and decide who is responsible for bringing soup ingredients to class. Basic soup items might be carrots, potatoes, celery, tomatoes, onions, and cabbage. Just about any vegetable can be added. The teacher can bring beef or chicken bouillon. Send notes home with the children requesting the specific food items.
 2. When the children arrive on the cooking day (you might bring a potato or a few carrots for the children who forgot to bring food) ask them to gather in a circle with the food they brought. Take a piece of each type of food and circulate it around the group. Do not allow the children to eat the food, but encourage them to get a feeling for the texture, visual aspects, and odors of each vegetable. Following this meeting the children should wash their hands and sit at the tables to prepare the food.
 3. Supervise all food preparation. Peeling and cutting utensils can hurt. As food is prepared it can be immediately be put into the pot or into plastic bags for later use. Rinse all food after it is prepared. Add bouillon and water to the soup pot.
 4. While the soup is cooking under close supervision, children can continue with other classroom activities. When the soup is finally cooked and served, discuss the children's cooperative efforts to complete the task.

* * *

HALLOWEEN FINGERPLAY

Materials: Orange, black, and white construction paper, crayons, small rubber bands

Procedures: A "witch" is cut for each finger of a child's hand and a white face for each witch. The faces can be drawn and colored by the children then glued on. The ends of the witches should be glued together to fit the fingers. Big orange circles are cut out and a rubber band is taped to the back as a holder.

Act out, popping up one finger at a time for each witch.

Five Witches Gathered on Halloween Night

The first one whispered,

"Time for our flight."

The second one whispered,

"The moon's bright as day."

The third one whispered,

"It's so far away."

The fourth one whispered,

"It's just across the sky."

The fifth one whispered,

"Up, brooms and fly!"

* * *

THE HALLOWEEN PARTY

Materials: Optional: flannel board and characters--pumpkin, cat, ghost, witch

Procedures: As you sing the song (to the tune of "Mary Had a Little Lamb"), place character on flannel board.

Pumpkins have such happy grins, happy grins, happy grins.

Pumpkins have such happy grins, It's Halloween at last.

Cats have come with long black tails, long black tails, long black tails.

Cats have come with long black tails, It's Halloween at last!

Ghosts have come to school today, school today, school today
(repeat as in other verses)

Witches have their witch's brooms, witch's brooms, witch's brooms
(repeat as in other verses)

* * *

HAND-MADE WREATH

Materials: Green construction paper, pencils, scissors, red ribbon for bow

Procedures: Have children trace around each of their hands while hand is on construction paper with their fingers separated. They then cut the hands out around each individual finger. Write their names on the front of each hand with a dark marker. Arrange the hands on a bulletin board to make wreath, the more hands the better. Children love seeing what can be done with their hands. Depending upon the number of children in your program, you may want each child to trace his/her hands a few times.

* * *

HERE I AM

Materials: None

Procedures: (To the tune of "Are You Sleeping?")

Teacher: Where is _____? (Child's name)

Where is _____? (Child's name)

Child: Here I am! (Child stands)

All: There he is! (point to child)

How are you today, sir/madam?

Child: Very well, and thank you.

Teacher: Please sit down.

Please sit down.

* * *

HICKORY DICKORY DOCK

Materials: One large clock and mouse out of tagboard, laminated, a mouse and clock out of construction paper for each child

Procedures: Read the nursery rhyme out of a nursery rhyme book.

Hold up the large clock and manipulate the mouse up the clock as you recite the song with the children.

Let different children take turns using the large props. Everyone sings.

Show children the art project. (I usually run the clock off on light blue construction paper and the mouse on gray construction paper.) The children trace with crayons, then cut out. Now they have props to take home and recite the nursery rhyme for Mom and Dad.

* * *

HOMEMADE PUZZLE

Materials: Empty breakfast cereal box

Procedures: Cut off sides and back of the box. The remaining face portion of the box can be cut into a 3- or 4-piece puzzle for the child to assemble. After mastering the simple design the pieces can be cut smaller again to make it more complex.

Option: Use cardboard from laundry detergent box or disposable diaper box, glue a picture from a calendar to it and cut into a puzzle.

* * *

HOMEMADE TAMBOURINE

Materials: 2 aluminum pie pans, jingle bells or metal bottle caps, hole puncher or knife, yarn

Procedures:

1. Hold the two pans rim to rim and punch a series of holes all the way around their perimeters.
2. Drop a few jingle bells or bottle caps into one pan.
3. Hold the pans rim to rim again and lace together with yarn.
4. Add a loop of yarn, or colorful ribbon if you have it, for a handle. This makes the tambourine easier to hold.

After children have made tambourines, they can play to accompany a record or use them while they are singing a song.

* * *

"I AM A SNOWMAN"

Materials: None

Procedures: "I Am a Snowman"

I am a snowman, cold and white.
I stand so still through all the night.
(stand up tall)
With a carrot nose,
(point to nose)
And a head held high.
And a lump of coal to make each eye.
I have a muffler made of red.
And a stovepipe hat upon my head
(point to head)
The sun is coming out! Oh! My!
(make circle)
I think I'm going to start to cry;
(start sinking)
Yesterday I was so plump and round,
Now I'm just a river on the ground.
(sink to the floor)

* * *

I AM SPECIAL

Materials: None

Procedures: To the tune of "London Bridge Is Falling Down"

I am special yes I am, yes I am, yes I am
I am special yes I am, I'm very special

No one else has eyes like mine, eyes like mine eyes like mine
No one else has eyes like mine
I'm very special!

Use other parts of the body such as nose, hair, ears, mouth, skin,
teeth, tongue, etc.

* * *

IF YOU'RE HAPPY AND YOU KNOW IT

Materials: None

Procedures: If you're happy and you know it touch your head.
(Echo: Touch your head!)
If you're happy and you know it touch your head. (Echo)
If you're happy and you know it then your face will surely show it,
If you're happy and you know it touch your head. (Echo)

Substitute these for underlined portion

- shake your head
- blink your eyes
- wiggle your mouth
- nod your head
- stamp your feet
- shake yourself
- raise your head
- bend your knees

* * *

INDIAN CHILDREN

Materials: None

Procedures: "Indian Children"

Where we walk to school each day
Indian children used to play.
All about our native land,
Where the shops and houses stand.

And the trees were very tall,
And there were not streets at all,
Not a church and not a steeple,
Only woods and Indian People.

Only wigwams on the ground,
And at night bears prowling round.
What a different place today,
Where we work and live and play!

* * *

INDIVIDUAL PUDDING SERVINGS

Materials: Boxes of Instant pudding (1 box = 7 servings), milk, paper cups, 1
tablespoon, spoons

Procedures: Pour 1/3 cup milk into a cup. Add 2 tablespoons of pudding mix.
Stir until thickened.

May make an oversized recipe card showing children how to measure
and prepare it.

JACK'S ABC BEANSTALK

Materials: Green oaktag

Procedures: Make a beanstalk out of green oaktag with 26 leaves on it. Starting at the bottom with Aa, put a letter going up in sequence.

At the top of the beanstalk, have a castle. Laminate for durability. Make a Jack for each child and a pot of gold. As the children learn their letters, their Jack climbs the beanstalk. Even if they know all the letters except Nn, for example, their Jack is stuck on Mm, the letter before. Watch how quickly they'll remember Nn. When the child gets to the castle, he or she gets a pot of gold. (I tape a gold-wrapped piece of candy money on the back.)

After all children have made it to the castle, we do it a second time for sound/letter relationships. This time they get a hen that lays a golden egg. This is great at Easter time when you can buy gold paper eggs.

* * *

KINDERGARTEN KAPERS

Materials: None

Procedures: At the end of each day, set aside 10 minutes and have the children tell me a few sentences on what they did that day. On Fridays, add notes on upcoming events, reminders, and an at-home parent/child activity pertaining to school lessons. After copying these, write individual comments on each child's sheet and leave space for return comments from parents. This is all sent home in a personal folder with weekly work.

* * *

LANGUAGE GUESSING GAME

Materials: Color cards for pupils who cannot associate color by name

Procedures: Select an object in the classroom and give a color clue to it.
Example: "I see something that is blue." Ask a student to guess the object, repeating the teacher's statement before giving his/her answer. Example: "I see something that is blue. Is it the vase?" Continue until student guesses the object, then repeat for a different color.

Modifications: Use color cards that match objects for students who cannot associate color by name.

Have older students ask simple yes-no questions to pin down the identify of the object, rather than guess at it. Examples: "Is it on the wall? Is it made of wood?"

* * *

LEARNING WALKS

Materials: None

Procedures: Use an everyday happening for an opportunity to learn. Sometimes we call them nature walks, but other aspects can also be included.

Shapes walk - find or identify things that are round, square, rectangular, etc.

Listening walk - tune in your listening ears to sounds of airplanes, trains, trucks, birds, animals.

Textures walk - find or identify as many things as possible with varying textures (rough, smooth, sandy, slippery, etc.).

Color walk - see how many colors you can find. Classify and compare colors Which is brighter? Which is darker?

* * *

LET'S GO FISHING

Materials: A stick, ruler or cardboard tube from a hanger, paper clips, construction paper, string, magnet, scissors, box, crayons

Procedures:

1. To make a fishing pole, tie one end of a long string to a stick or tube. Attach a magnet to the other end.
2. Cut out several FISH from construction paper. Color the fish to use as a color game or write a number on each fish to use as a number game.
3. Fasten a paper clip at the mouth of each fish.
4. Make a fishpond from a box and place all your fish inside.
5. Now let the children try to catch a fish. The magnet will attract the paper clip.

* * *

LET'S GO SWIMMING

Materials: 3-10 Fisher Price people, 1-10 containers (margarine tubs) with water (1/2-1")

Procedures: The Fisher Price people may all swim in one pool or each have their own individual pool. The children can place the people in the pool, counting as they work.

You can also work on sets and number quantities. Set up 3 pools. One person in 1, 2 in another, 3 in the third. "How many people in this pool?" "Where's the pool with 3 people?" "How many beach balls do we need in this pool if everyone gets a ball?"

Using number cards, you can match the number to the pool with that many swimmers.

* * *

LISTENING ACTIVITY (Auditory Sequential Memory and Recall)

Materials: Simple pictures of objects

Procedures: The teacher names pictures, with children repeating, to ensure the student's knowledge of vocabulary. Each child participates individually when called upon by the teacher. The teacher says, "Give me the _____ and _____," naming two pictures. The child should respond by handing two pictures to the teacher in the order requested. The child is then asked to recall the names of the pictures, without visual cues, in the same order. The number of pictures requested will increase with the child's ability to correctly respond.

* * *

LISTENING ACTIVITY (Rhythm Patterns)

Materials: Four rhythm sticks or wooden blocks

Procedures: The teacher strikes rhythm sticks together in a simple pattern of 1, 2, or 3 beats. The child is then required to repeat the rhythm pattern. This pattern should become progressively difficult, dependent on the child's success. Variations of rhythm pattern can include the following: fast and slow, loud and soft, pauses between consecutive beats (such as 1 (pause) 1 (pause) 1).

* * *

LITTLE RED HEN UNIT

Materials: Wheat grinder, Little Red Hen storybook and flannelgraph, wheat.
Optional--Little Red Hen puppets

Procedures: This unit takes a few weeks. Day I--read Little Red Hen story. Discuss it. Give each student kernel of wheat to examine. Day II--review story with flannelgraph story. Day III--grind wheat. Each student grinds a bit of wheat into flour. Day IV--color a Little Red Hen coloring page (Included in flannelgraph story). Day V--bring Little Red Hen puppet. Take puppet and student on a trip to the local bakery. Day VI--mix bread dough AS A GROUP and bake it! Don't forget to have time set aside to eat the bread with 100% butter!!! OPTIONAL: Day VII--color Willie Wheat page to conclude unit. (If you had enough individual mini-loaf pans each student could take his/her own loaf home.)

Also available - a cute coloring page about Willie Wheat. Contact the S.D. Wheat Commission, 116 N. Euclid, Pierre, SD 57501.

MAKE A GIRAFFE

MATERIALS: Cardboard giraffe pattern or pre-traced pattern, clip clothespins

Procedures: Have child trace the giraffe. Cut out the giraffe. Color spots and an eye on the giraffe. Glue on yarn tail. Clip two clothespins on to make the giraffe stand. The clothespins may also be colored or painted.

These were made to coincide with a unit on the circus.

* * *

MARBLE PAINTING

Materials: 9 x 13 aluminum cake pan, construction paper cut to size, tempera paint, marbles

Procedures: Place the construction paper in the bottom of the cake pan. Place a small dab of paint on the paper. Put 2 or 3 marbles in the cake pan. Have the child tilt the pan to move the marbles through the paint. As the child's skill improves, use a tray with smaller sides.

* * *

ME

Materials: None

Procedures: Here are my eyes and here is my nose.
Here are my fingers and here are my toes.
Here are my eyes, both open wide.
Here is my mouth with my teeth inside.
Here is my chin and here is my cheek.
And my busy tongue that helps me speak.
Here are my hands that help me play
And my feet that run around all day.

* * *

ME BOOK

Materials: Paper, photos or pictures of child's favorite activities, glue, pen

Procedures:

1. Make a book from the paper.
2. Glue in pictures that illustrate different things children like to do. (If pictures aren't available, sketches can be drawn instead.)
3. Under pictures, print a line of text describing activity. (Ask child to dictate these lines to you.)
4. Read the book to the child.

After they have heard the story, they often can read the story themselves using their memory to recall the different activities in the pictures.

* * *

MOTHER GOOSE DAY

Materials: None

Procedures: At the end of learning nursery rhymes, designate one day as Mother Goose Day and have each child chooses a nursery rhyme character to dress up as. This is all decided at home, with parents getting very much involved. On this special day each child recites and acts out his/her rhyme. Have some judges who make up unique prizes. Each child receives an award. Also at this time, give certificates to each child for the number of rhymes he/she mastered. Art is displayed, and booklets of coloring pages they earned for saying rhymes are judged.

* * *

MOTOR LEARNING

Materials: None

Procedures: Have children in a group. Make sure each child has adequate room to move about and is able to touch a wall with the body part mentioned. Give the following directions:

Put your chin on your knees.
Put your hands on your hips.
Put your heels together.
Put your hands on the wall.
Put your back to the wall.
Put your head on the wall.
Nod your head.
Close your eyes.
Click your fingers.
Put your ear on your shoulder.
Show me how small you can be.
Show me how tall you can be.
Show me how wide you can be.
Standing in your own place, move your feet slowly.
Standing in your own place, move your feet quickly.

* * *

HOUSE SANDWICHES

Materials: 1 slice bread, 1 carrot, 2 raisins, 3 cinnamon candies, coconut, and 2 small marshmallows

Procedures: Cut the bread into a large circle, using a cookie cutter or an open can. Peel carrot (thin strip). Curl it a little with finger, and use it for a tail. Place the raisins at the bottom of circle for feet. Make a face from cinnamon candy. Arrange a little coconut on each side of the nose (it makes great whiskers). Add marshmallow ears at the top.

MY FAMILY

Materials: Pictures of each child's family, bulletin board space

- Procedures:
1. Contact parents directly or send notes home requesting pictures of everyone in each child's family (either individual or group pictures). Pictures of family members can be drawn by children who cannot get photographs.
 2. Tape the pictures to a bulletin board or wall in clusters so that each child's family stands alone. After all the pictures have been put up, have a discussion about their families, the size, number of brothers and sisters, age differences, etc.
 3. Discuss the special contributions each individual can make in his or her family. Try to convey the idea that children contribute to their family's well-being (e.g., by giving older members an opportunity to feel proud about their ability to teach and care for someone younger).
 4. Discuss some of the important functions of families. For example, you might ask, "Why is your family important to you?" "What would it be like if you didn't have a family?" "Did you ever miss your family when you had to stay with someone else?"

* * *

OATMEAL RAISIN COOKIES

Materials: Ingredients, bowls, spoons, electric skillet

Procedures: Each child measures:

2 Tbs. brown sugar
2 Tbs. flour
3-8 raisins
1 tsp. oil
2 Tbs. beaten eggs
3 Tbs. oatmeal

Stir in individual bowls. Bake in lightly greased electric skillet.

* * *

"ON TOP OF SPAGHETTI"

Materials: None

Procedures: "On Top of Spaghetti" (To the tune of "On Top of Old Smokey")

On top of spaghetti
All covered with cheese
I lost my poor meatball
When somebody sneezed.
It rolled off the table
And onto the floor
And then my poor meatball
Rolled out of the door.
It rolled in the garden and
under a bush, and then my
poor meatball was nothing but mush.
Then early next summer
It grew into a tree
All ready for me.
If you eat spaghetti
All covered with cheese
Hold onto your meatball and don't ever sneeze.

* * *

ORANGE JUICE CELEBRATION

Materials: One orange for the teacher, one orange for every two children, one bowl per group, one paper cup for each child

Procedures: Tell the children you have something to show them. See, feel, and smell the orange. Pass it around to each child. When it returns, cut it in half very slowly. Then cut a thin round slice and hold it up to the light so children can see the design of the fibers. Pass the slice around and encourage each child to examine it closely.

When finished, cut the remaining oranges in half and pass out one to each child. With the bowl in front of you, squeeze the juice from your orange and invite the children to do the same. (Encourage them to listen to the sounds their squeezing makes and to look closely at the bubbles in the bowl and at the squeezed half.) When the group has finished, pour the juice into individual cups and pass them out to the children. Drink the juice slowly, and after everyone has finished drinking talk about the tastes, sounds, smells, and textures you experienced.

* * *

PAINT TRAILS IN THE SNOW

Materials: Powder tempera paint

Procedures: After a snowfall, sprinkle paint in the snow over a long trail. Using several different colors and each going separate ways, children will be challenged to follow one trail.

* * *

PAINTED BUTTERFLY WINGS

Materials: 3 eyedroppers, 3 containers of tempera paint (3 different colors - tuna cans work well), paper butterflies, flower stamens, pipe cleaners (those which have narrower and wider widths of fuzz on them)

Procedures: Cut a butterfly out of construction paper, about 8" x 10" size. Fold in half. Let the child drop drips of paint onto the wing on top, using the eyedroppers. Then carefully open up the butterfly and fold the wings together, causing the paint to be pressed onto both wings. When children open the wings, they are surprised to see what happened to the drops and to discover that the wings are painted exactly the same. After drying, glue the "body" (fat, fuzzy pipe cleaner) to the center of the butterfly. Before class, twist the stamens (which serve as antennae) around the end of a piece of pipe cleaner and secure them by bending some of the wire across the middle of the stamen.

* * *

PAIRS

Materials: None

Procedures: A pair of ears to hear
(hands point to ears, hands cup ears)
A pair of lips to talk
(hands point to lips, hands make talking motion)
A pair of eyes to see with
(hands point to eyes, eyes open wide)
A pair of legs to walk
(hands point to legs, legs walk in place)
A pair of hands to hold things
(hold up hands)
A pair of feet, hooray!
(hands point to feet)
I'm glad I have so many pairs
To help me through the day.

* * *

PEANUT BUTTER

Materials: Measuring spoons and cups, blender or food processor, peanuts, oil, salt (if peanuts are unsalted)

Procedures: To one cup peanuts, add 1 1/2 to 3 tablespoons oil. If nuts are unsalted, use 1/2 teaspoon salt to every cup of peanuts used.

Blend at low speed until it is as moist as you want it.

* * *

PEANUT BUTTER BALLS

Materials: Peanut butter, dry milk, coconut, honey

Procedures: Mix together in a large bowl:

2 cups dry milk
1 cup peanut butter
1/2 cup honey
1/4 cup coconut

Stir together dry milk, peanut butter and honey. Add a little more honey if it doesn't seem to stick together. Form into ball, roll in coconut.

Let set at least a minute--then indulge!

Yummy, nutritious snack!

* * *

PEEK-A-BOO

Materials: Construction paper, variety of pictures

Procedures: Cut 4-inch square windows in the construction paper. Cut a flap on one side that can be open or closed.

Put a picture under the construction paper. Open one window at a time and ask the children to guess the picture.

This can be a way of introducing a book that has a colorful cover. Hold the book under the construction paper. Open the window and guess the book.

* * *

PINECONE TURKEYS

Materials: Pinecones (approximately 1 per child), white construction paper, tempera paint, brushes, newspapers, crayons, glue

Procedures:

1. Gather the pinecones (do this on walks or outings ahead of time).
2. Pull the pinecones apart (this is kind of hard to do, so do it ahead of time; however, some kids may enjoy this).
3. Draw the body of a turkey on white construction paper, leaving off the tail. Run off as many as you need.
4. Color the body of the turkey with crayons.
5. Using the paint brushes, paint glue on the construction paper where the tail of the turkey should be.
6. Put the pieces of pinecone where the glue is, forming a tail, fanned out.
7. When the glue has dried a bit, paint the tail bright colors with tempera paint.

* * *

PLACEMAT

Materials: Placemat pattern, colors, markers, clear contact paper

Procedures: Color placemat pattern with markers or colors. Cover with clear contact paper.

* * *

POEM FOR APRIL FIRST

Materials: A copy of the poem for the teacher, some students

Procedures: Teach the pupils the poem, one line at a time, after the meaning of April Fool's Day has been discussed.

Poem for April First
(fingerplay)

Little bears have three feet
(Hold up 3 fingers)

Little birds have four
(Hold up 4 fingers)

Little cows have two feet
(Hold up 2 fingers)

And girls and boys have more.
(Hold up 5 fingers)

Do you believe my story?
(Point to you)

Do you believe my song?
(Point to you)

I'll tell it only once a year
(Hold up finger for "once")

When April comes along.

APRIL FOOL!!

(Clap hands to express pleasure)

* * *

POEM FOR RELAXATION

Materials: Copy of the poem for the teacher

Procedures: The teacher will read the poem to the pupils and discuss what it means. The children will take an active part in the discussion. The necessity of plenty of rest can be discussed.

Poem for Relaxation

(tune of "3 Blind Mice")

Now it's time to rest
Like robins in a nest
Tuck their head beneath their wing
Close their eyes to everything
Now we rest
Now we rest.

* * *

PUDDING POPS

Materials: Pudding mix (Instant) 1 box, 2 cups milk

Procedures: Mix pudding according to box directions. Beat well and pour into paper cups. (Insert a wooden stick into each when partially frozen.) Freeze.

* * *

PUMPKIN FACES

Materials: Round crackers, spreadable orange cheese, olives, raisins, celery

Procedures: Let the children spread the cheese on the crackers. Let the children create like a face with the food you have made available. Enjoy for a snack.

* * *

PURPLE COW DRINK

Materials: 1 scoop of ice cream (individual serving), 1 Tbs. thawed grape juice concentrate, 1/2 cup milk

Procedures: Each child needs a styrofoam cup or glass and a spoon. Each child measures the above ingredients into his/her cup and stirs until blended.

This is a poem we learned to say on our purple day:

"The Purple Cow"

I've never seen a purple cow,
I never hope to see one,
But I can tell you anyhow,
I'd rather see than be one!

RAINBOW TOAST

Materials: 1 slice of bread for each child, milk dyed with food color, paint brush for each child, butter, toaster and knives

Procedures: To stimulate language development, explain to children you would like to write a story with their help. To help think of words for the story, each child is to paint a picture (you can base the picture on a theme or let them use their imagination). Instruct them to say words they think out loud while they are painting. Teachers and aides record the words as they hear the children's express them. The recorded words can then be organized into a story by the students with assistance from the teachers. When the story is complete, children can toast and eat their painting for snack. This activity could be reinforced by providing each child with a copy of the story to take home.

The activity could be used without the language development emphasis if the teacher would like to incorporate the painting with other topics - i.e., a unit on shapes, colors, etc.

* * *

READY, GO!!

Materials: Large Christmas tree, ornaments

Procedures: Cut a large Christmas tree shape from oaktag. Display the shape on a bulletin board at the children's eye level. Now cut as many narrow strips of tape as there are children in the class; roll each strip and adhere the rolls to the tree. Cut out ornament. Have the children stand side by side in one or two lines at a distance from the board. Tell the children that you want them to try to decorate the tree shape before you count to 10 (or other numbers). Then say, "Ready, go!" and begin counting. Each child, in turn, hurries to the tree shape, presses the ornament on the masking tape, and returns to the line. Repeat the activity by having the children move the ornaments and count to the same or a different number.

* * *

THE RIGHT SIDE

Materials: Clothing items

Procedures: Collect a variety of clothing items: jacket, sweater, T-shirt, pants, sock, etc. Turn each item inside out. Then put the items in a colorful box on a special table. Invite the children to experiment with turning the clothing right side out. As a challenge, each child sees how many garments he or she can turn to the correct side within a given time. Use an egg timer.

* * *

ROLLER PAINTING

Materials: Empty roll-on deodorant bottles, easel, paint, paper

Procedures: Fill roll-on deodorant bottles with different colors of paint. Let children use the paint at the art table to make designs on paper.

* * *

RUDOLPH PUNCH

Materials: Ice cube tray, cranberry juice, cherries (maraschino), toothpicks

Procedures: Stab cherry with toothpick. Place in ice cube tray and pour in cranberry juice. Freeze and eat.

* * *

SNOWMAN II

Materials: None

Procedures: Give each child three different-sized white circles and a dark piece of construction paper. Ask how many snowballs do you have? What are the shapes of the snowballs? Which is the largest? Which is the smallest? Build a snowman by gluing circles in order from largest to smallest. Discuss top, middle, and bottom. Use black squares for eyes, orange triangle for nose, and red oval for mouth. Discuss color and shape of features.

* * *

SNOW DAY

Materials: Suggested books and poems - The Snowy Day by Ezra Keets, The Day Daddy Stayed Home by Ethel and Leonard Kessler, poems attached, several old white sheets, "peanuts" from packing.

Procedures: Have a large foam area covered with sheets and sprinkle the foam pieces about and tell the children "We are going to have a snow day." This can be done any day of the year. Invite them to be comfortable in the snow (old sheets and foam) and then read stories and poems as suggested or of your choice. Flannel board stories are fun, too. This can also be carried into art by painting with soap flakes and water on black paper, white paint on black paper, collaging with foam scraps.

"The Snowman"

Once there was a snowman,
Stood outside my door.
Thought he'd like to come inside,
And play upon the floor.
Thought he'd like to warm himself,
By the firelight red.
Thought he'd like to climb upon,
My big white bed.
So he called the north wind,
Help me now I pray.
I'm completely frozen,
Standing here all day.
So the north wind came,
And blew him in the door.
Now there's nothing left of him,
But a puddle on the floor!

"Chubby Little Snowman"

A chubby little snowman had a carrot nose.
Along came a bunny and what do you suppose.
That hungry little bunny, looking for his lunch.
Ate the snowman's carrot nose.
Nibble, nibble, crunch.

"The Snowman"

(tune - The Muffin Man)

1. Have you seen the snowman, the snowman, the snowman,
Have you seen the snowman that lives in our front yard.
2. He has two brown potato eyes, potato eyes, potato eyes.
He has two brown potato eyes and lives in our front yard.
3. He has a big black top hat, black top hat, black top hat.
He has a big black top hat and lives in our front yard.
4. He has an orange carrot nose, orange carrot nose, orange carrot
nose.
He has an orange carrot nose and lives in our front yard.
5. He has a long red woolen scarf, red woolen scarf, red woolen
scarf.
He has a long red woolen scarf and lives in our front yard.
6. He has a great big smiley face, big smiley face, big smiley
face.
He has a great big smiley face and lives in our front yard.

"I'm A Little Snowman"

(tune: I'm A Little Teapot)

I'm a little snowman, short and fat.
Here is my broomstick, here is my hat.
When the sun comes out, I melt away.
Down, down, down, whoops...
I'm a puddle.

"Mitten Weather"

Thumbs in the thumb place,
Fingers all together,
This the song we sing,
During mitten weather.

"Five Little Snowpeople"

Five little snow people, happy and gay,
(spread arms)
First one said, "What a beautiful day."
(wipe eyes)
Second one said, "We'll never have tears."
Third one said, "We'll stay here for years."
(questioning look)
Fourth one said, "But what will happen in May?"
(wondering look)
Fifth one said, "Look we are melting away."
(all slowly sink to floor)

* * *

SNOW SHOW

Materials: Poem "Ode to Snowmen"

Procedures: Read poem. Give each child a paper snowman shape and a set of props for demonstrating the poem (snowman, peppermint cane, 2 black round eyes, top hat, scarf, 3 buttons, etc.). The children dress their snowman as the poem is read.

One, two, three, four
Snowmen standing in a row,
Plump and round and happy,
Posing in the snow.

Each has a candy cane
Striped in red and white
Each one has two round black eyes
Staring day and night.

Each one wears a long wool scarf
Polka dots on green
Buttons up and down each vest
Finest ever seen!

* * *

SQUIRRELS IN TREES

Materials: None

Procedures: Create groups of 3 students in various places around play area. Two students hold hands up in the air to form a tree. The third student is the squirrel. Extra students are squirrels (depending on class size teacher may need to play also). Leader gives a signal and all squirrels must leave their tree and find another tree to hide in. There should be two (depending) different squirrels left. After a period of time rotate the squirrels so that they are then part of the tree and there are new squirrels.

* * *

STOCKING BALL

Materials: Clothes hanger, hose, yarn

Procedures: Make a bat by stretching panty hose over a pulled out clothes hanger (diamond shaped). Make a ball from yarn. One player can bounce the ball up and down on paddle as often as possible. Two players can bat the ball back and forth. This is very safe indoors game.

* * *

STUFFED TURKEYS

Materials: Large turkey outlines, old magazines and catalogs

Procedures: Around Thanksgiving provide large (12 x 18) turkey outlines on brown paper and tell the class "We are going to stuff our turkeys with balanced meals of nutritional food." They are to cut out pictures of food to place inside their turkeys. To truly "stuff" their turkeys, overlap pictures and cover up the whole middle side of the shape to make a collage. We discuss traditional Thanksgiving meals and food groups. We also stand our stuffed birds in the halls, preparing everyone for the big feast.

* * *

SUGAR COOKIES

Materials: Measuring spoons and cups, bowl, spoon to mix with, ingredients, rolling pin, cookie sheets, wax paper, cookie cutters, oven

<u>Procedures:</u>	2 1/2 cups flour	1 1/2 tsp. soda
	3/4 tsp. salt	1 tsp. vanilla
	1/2 cup butter	1/2 cup shortening
	1 cup sugar	1 egg
	2 Tbs. Milk	

Cream butter, shortening, milk and sugar. Add the other ingredients. Bake at 350° until done. You can have each child add an ingredient or a portion of an ingredient. Let each one take a turn stirring.

Give children a portion of dough and let them roll it out themselves and use a cookie cutter. Label wax paper with child's name and place on cookie sheet. Put each child's cookie in its place and bake.

You can let the children frost their cookies. This can be done on separate days (ex.) mix one day, refrigerate, bake the next, frost the next.

* * *

SUNFLOWER SNACKS

Materials: Peanut butter, Ritz crackers, sunflower seeds

Procedures: Wash hands. Each child spreads peanut butter on cracker. Top each cracker with a sprinkle of sunflower seeds.

Variations:

1. Softened cream cheese and grated carrot
2. Peanut butter and banana slice
3. Meat spreads and pickle slice
4. Cheese spread and olive slice

* * *

SWIMMING

Materials: Gym mats, towel or other textured materials

Procedures: Place one mat on top of another to make a swimming pool. Have the children, one at a time "swim" from one end of the pool to another by belly crawling between the 2 mats.

If the child is hesitant about going between the mats, teachers and other children may lift the top mat up slightly.

When the child is done "swimming" have the child "dry off" with a towel. Encourage the child to dry off all exposed body parts; arms, legs, belly, back, neck and face. Different textured materials such as sponges, feathers, paper may be used for the "dry off."

* * *

TASTES

Materials: None

Procedures: Syrup and honey are sweet
Pickles and lemons are sour
Peanuts and crackers a treat
For a snack most any hour

* * *

TEMPLATES

Materials: Foam trays, cookie cutters

Procedures: Teachers make the templates by pushing cookie cutter shape into foam tray. Using a razor blade, finish cutting out shape. The templates may be used as a puzzle--put shape back in, or child may lay template on paper and trace around or paint area in.

* * *

TEN LITTLE FINGERS

Materials: None

Procedures: I have ten little fingers (hold up fingers)
They all belong to me. I can make them do things.
Do you want to see?
I can shut them up tight. (make fists)
I can open them wide. (stretch open)
I can put them together. (place palms together)
I can make them hide. (place behind your back)
I can put them up high. (raise arms above your head)
I can put them down low. (hold arms just above floor)
I can fold them together. (fold hands)
And hold them just so. (place in lap)

* * *

TEXTURE WALK

Materials: 5-10 wash tubs, styrofoam pieces, rubber bands, noodles, rice, water, sandpaper

Procedures: Put different textures in each. Have children remove shoes and socks, then put children in a straight line and walk from tub to tub squishing feet in the contents.

After all have completed this, sit down in circle and discuss:

1. Which did you like the best/least?
2. Which one tickled/itched?
3. Which was the smoothest/roughest?
4. Did any stick to your feet?

THOUGHTFUL CHRISTMAS TREE ORNAMENTS

Materials: Decorative tags of any sort with yarn loop attached

Procedures: Explain to the children that Christmas time is an especially good time to be nice to people. Tell them that you are going to have your eyes open and be watching for people doing nice things with or for others (sharing, helping someone pick up toys, saying "please," "thank you," "excuse me," etc.). They should also be watching for such things so that they can tell you what they have seen. Show them one of the tags and explain that the tags will be given to those people who have been observed doing some of the nice things mentioned above.

At the end of each day, fill in the tags with the child's name and the behavior observed. Hand them out, telling everyone what each child receiving one had done. The children can take them home and hang them on their tree.

* * *

THE THREE BILLY GOATS GRUFF

Materials: Story of the "Three Billy Goats Gruff," art project "Three Billy Goats Gruff"

Procedures: Read the story of the "Three Billy Goats Gruff". Discuss.

Children love to act out the story. Pick someone to be the troll and three others to be the billy goats. They don't have to know the lines exactly (but they do by the end). If a child doesn't remember what to say, let the children in the audience help out. If you can draw a bridge on paper for special effects and masks for the troll and billy goats, that's fun, too.

After all children have had a chance to participate, bring out the art project. The children will cut out the troll (green construction paper), the bridge (brown construction paper) and billy goats (white construction paper). Have large plastic bags (11 1/2 x 12 1/2 frozen bags) available for the children to put their pieces in. Then they can take home the story and props to recite for the parents.

Permission to reprint granted by the author.

* * *

THUMBPRINT COOKIES

Materials: 2 cups flour, 1 tsp. salt, 2/3 cup of oil, 4-5 Tbs. water

Procedures: Put all of the ingredients into a bowl. Mix with your hands or a fork. Roll the dough into small balls. Press your thumb into the center of each ball.

With the teacher's help, the children will be able to mix the batter, roll the batter into small balls and also put their own thumbprint into each ball.

Bake on a greased cookie sheet at 325° for 10 minutes. Let cool and then fill with jam or peanut butter.

TINY TIM

Materials: None

Procedures: Today I have a silly fingerplay for you. It goes like this:

I had a little turtle
His name was Tiny Tim
I put him in the bathtub
To see if he could swim
(hand in fist with thumb out making swimming motion)

He drank up all the water
(pretend drinking water)
He ate up all the soap
(pretend eating soap)
And woke up in the morning
With a bubble in his throat
(rub neck)

Children love repeating this over and over. This lead to what pet they have and the things they like to do.

TOSS THE BALL

Materials: Ball

Procedures: Give the child in the center a ball. The center player throws the ball to each child in turn around the circle. Each child returns the ball to the center player. Give each child a chance to be in the center.

TURKEY CHASE GAME

Materials: 2 balls

Procedures: Have children sit in a circle. One ball is the farmer, 1 ball is the turkey. Pass both balls around the circle as fast as the students can. The object is to have the ball that is the farmer catch the ball that is the turkey.

* * *

TURKEY FEATHERS

Materials: Reproduction of turkey, laminated with magnets or velcro on the back, colored feathers

Procedures: Children add feathers to the turkey by first identifying the colors of the feathers.

* * *

TURTLE FINGER PLAY

Materials: None

Procedures: There was a little turtle
(make a fist with thumb out)
Who lived in a box
(put other hand over thumb so thumb sticks out)
He swam in a puddle
(make swimming motion)
He climbed on the rocks
(walk fingers up arm)
He snapped at a beetle
(snap hands together)
He snapped at a flea
(snap hands together)
He snapped at a mosquito
(snap hands together)
And he snapped at me
(snap hand together)
He caught the beetle
(make grabbing motion)
He caught the flea
(make grabbing motion)
He caught the mosquito
(make grabbing motion)
But he didn't catch me!
(shake head no)

* * *

TWO LITTLE HANDS

Materials: None

Procedures: Follow the actions of the fingerplay.

Two little hands to clap, clap, clap.
Two little feet to stamp, stamp, stamp.
Two little hands to thump, thump, thump.
Two little feet to jump, jump, jump.
One little body turns around.
One little child quietly sits down.

* * *

WHAT SOAKS UP WATER?

Materials: Pieces of waxed paper, foil, fabric, rubber, paper, wood, plastic, etc. and an eye dropper for each

Procedures: Supply each child with an eye dropper and dish of water. Let them drop drips of water on the materials, using only 1 item at a time. Ask after each trial if the water soaked in or was absorbed? Compare some of the materials. Point out the "beading up" of the water on non-porous materials. Also draw attention to those which later absorb, such as wood.

TYPE OF ACTIVITY

ART

Body Twister
Bunny Puppet
Christmas Cookie Jar
Coat Hanger Puppets
Creative Crayons
Cylinder People
Envelope Puppet
Footprint Turkey
Glitter Balls
Hand-Made Wreath
Make a Giraffe
Marble Painting
Me Book
Painted Butterfly Wings
Placemat
Roller Painting
Shoelace Necklace
The Three Billy Goats Gruff

COOKING

Aggression Cookies
Ants on a Log
Baked Apples
Baking Bread and Making Butter
Bambinos
Banana Boats
Banana Shake
Candle Salad
Cinnamon Play Dough
Coffee Can Ice Cream
Cooking Apple Sauce
Cracker Dominoes
The Gingerbread Man
Group Soup
Individual Pudding Servings
Little Red Hen Unit
Mouse Sandwiches
Oatmeal Raisin Cookies
Orange Juice Celebration
Peanut Butter
Peanut Butter Balls
Placemat
Pudding Pops
Pumpkin Faces
Purple Cow Drink
Rudolph Punch
Rudolph Sandwiches
Stuffed Turkeys
Sugar Cookies
Sunflower Snacks
Thumbprint Cookies

MUSIC

Balloon Bat
Everybody Buckles Up
Fire Safety
Fly Little Bluebird
The Fuzzy Wuzzy Bear
The Halloween Party
Here I Am
Homemade Tambourine
Listening Activity (rhythm patterns)
On Top of Spaghetti
S-A-N-T-A

POEMS/FINGERPLAYS

The Apple Tree
The Beehive
Bunnies
The Chimney
Bear Hunt
Bunny Puppet
Down Through the Chimney
Elephants
Everybody Buckles Up
Five Easter Eggs
Five Little Bells
Five Little Snowmen
Halloween Fingerplay
Hickory Dickory Dock
I am a Snowman
I am Special
If You're Happy and You Know It
Indian Children
Me
Pairs
Poem for April First
Poem for Relaxation
Snow Show
Tastes
Two Little Fingers
Tiny Tim
Turtle Finger Play
Two Little Hands

TYPE OF ACTIVITY CONTINUED

SEASONAL ACTIVITIES

Buttons for Snowman
Calendar Time
Christmas Cookie Jar
Bird Feeders
Days of the Week Birds
Five Easter Eggs
Five Little Snowmen
Glitter Balls
Halloween Fingerplay
The Halloween Party
Hand-Made Wreath
I am a Snowman
Night Light (Christmas)
Pinecone Turkeys
Poem for April First
Pumpkin Faces
Ready, Go!! (Christmas)
Rudolph the Red-Nosed Reindeer
Rudolph Reindeer Puppet
Rudolph Sandwiches
"S-A-N-T-A"
Snowman I
Snowman II
Snow Show
Stuffed Turkeys
Thoughtful Christmas Tree Ornaments

SPECIAL EVENTS

Birthday Puzzle
Gerbil Friends
Mother Goose Day
Name Tags
Smurf Day
Snow Day

COGNITIVE

Aggression Cookies
Animal Sounds Game
The Apple Tree
Banana Boats
The Beehive
Bunnies
Buttons for Snowman
Classroom Hike
Color Bags
The Color Bounce
Color Run
Cracker Dominoes
Days of the Week Birds
Down Through the Chimney
Duplicating Patterns/Sequencing
Feely Fingers
Five Easter Eggs
Five Little Bells
Five Little Snowmen
Gameboard Listening
I am Special
If You're Happy and You Know It
Individual Pudding Servings
Jack's ABC Beanstalk
Learning Walks
Let's Go Swimming (math)
Listening Activity
(auditory sequential memory & recall)
Listening Activity
(rhythm patterns)
Little Red Hen Unit
Me
My Family
Oatmeal Raisin Cookies (math)
Pairs
Peanut Butter Balls (math)
Peek-A-Boo (visual discrimination)
Purple Cow Drink
The Right Side
Reindeer, Reindeer
Sandpaper Numbers
Shape Show
Snowman II (math)
Tastes
Ten Little Fingers
Turkey Feathers
What Soaks Up Water?

SKILLS

FINE MOTOR

Ants on a Log
Baked Apples
Bambinos
Best Play Dough Ever
Bird Feeders
Birthday Puzzle
Bunny Puppet
Calendar Time
Car Tracks
The Chimney
Christmas Cookie Jar
Cinnamon Play Dough
Creative Crayons
Cylinder People
Envelope Puppet
Footprint Turkey
Glitter Balls
Group Soup
Halloween Fingerplay
Hand-Made Wreath
Hickory Dickory Dock
Homemade Puzzle
Let's Go Fishing
Make a Giraffe
Marble Painting
Mouse Sandwiches
Painted Butterfly Wings
Pinecone Turkeys
Pudding Painting
Rainbow Toast
The Right Side
Roller Painting
Rudolph Punch
Rudolph Sandwiches
Rudolph the Red Nosed Reindeer
Sawdust Necklace
Shoe-Shoe Train
Snowman I
Snow Show
Stocking Ball
Stuffed Turkeys
Sugar Cookies
Sunflower Snacks
Templates
Thumbprint Cookies
Turtle Finger Play
What Soaks Up Water?

SKILLS CONTINUED

GROSS MOTOR

Animal Walk
Balloon Bat
Body Twister
Call Ball
Classroom Hike
Coat Hanger Puppets
Coffee Can Ice Cream
Color Run
Cooking AppleSauce
Don't Tickle the Trout
Fire Safety
Motor Learning
Paint Trails In the Snow
Ready, Go!!
Reindeer, Reindeer
Shadow Tag
Squirrels In Trees
Swimming
Texture Walk
Toss the Ball
Turkey Chase Games
Two Little Hands

LANGUAGE

All In a Word
Animal Sounds Game
Bear Hunt
Bees to Beehive
Classroom Hike
The Gingerbread Man
The Halloween Party
Kindergarten Kapers
Language Guessing Game
Me Book
Rainbow Toast
Rudolph Reindeer Puppet
Thoughtful Christmas Tree Ornaments
The Three Billy Goats Gruff

SENSORY

Orange Juice Celebration
Pudding Painting
Texture Walk

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